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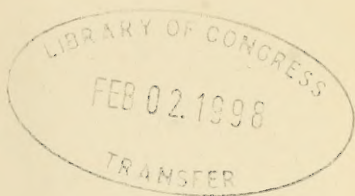


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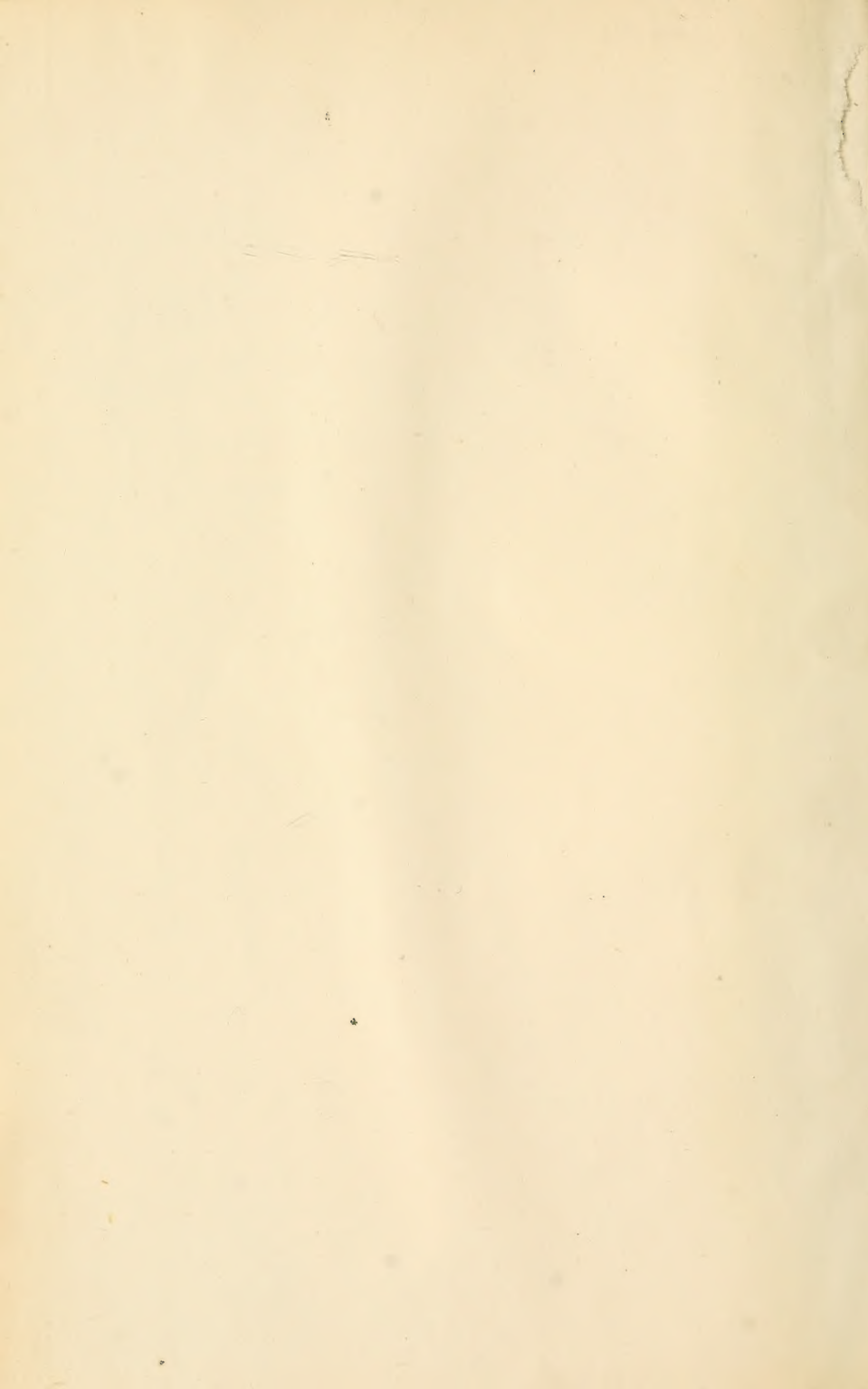
*Chas. S. Smart,*

*State Commissioner of Common Schools,*

*Columbus, Ohio.*

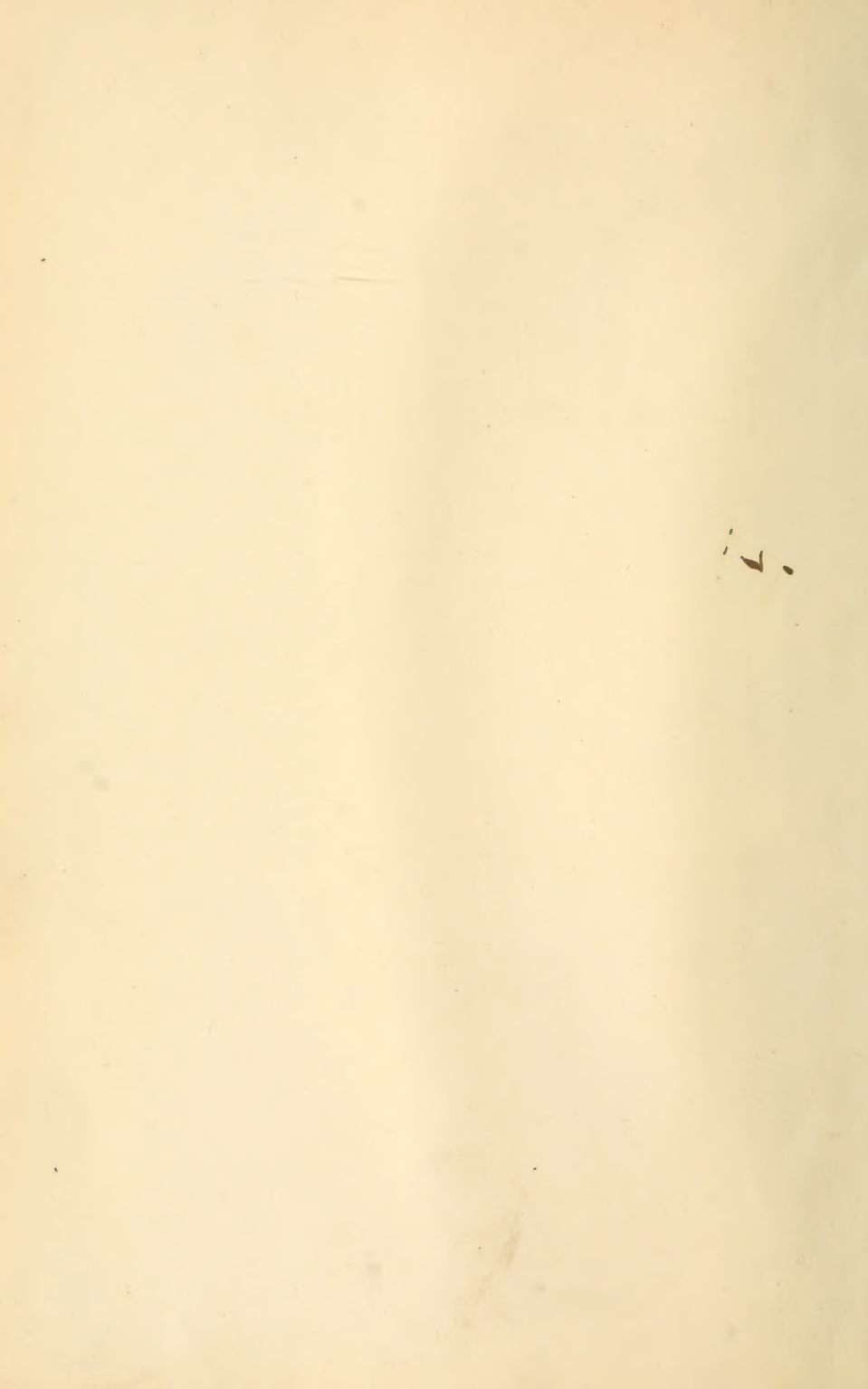
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HISTORICAL SKETCHES

OF THE

Higher Educational Institutions,

AND ALSO OF

BENEVOLENT AND REFORMATORY INSTITUTIONS

OF

THE STATE OF OHIO.

*Ohio. State centennial educational committee*

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## PREFACE.

The historical sketches contained in this volume have been prepared in accordance with the request of the State Centennial Educational Committee. It is presumed that the historical matter is generally accurate, and probably as complete as it could be made from the data accessible to the authors. These authors alone are responsible for any inaccuracies in dates or statements of facts.

It is not claimed that the volume is complete. The contributions contained in it have been prepared voluntarily, and the managers of many public as well as private institutions have failed to comply with the request of the committee.

There are undoubtedly many omissions in these sketches. The writers, in most instances, have charge of the institutions whose histories they have written, and the facts respecting their own administrations have been most easily collected; hence the greater prominence given, in a few of these sketches, to more recent administrations.



# ANTIOCH COLLEGE,

OF YELLOW SPRINGS, GREENE COUNTY, OHIO.

## ORIGIN AND NAME.

This Institution was organized and named in a Convention of the religious denomination called "Christians," held in Marion, Wayne county, N. Y., October 2d, 1850.

It was legally incorporated under the name of "Antioch College," May 14th, 1852. It was reorganized under the name of "Antioch College of Yellow Springs, Greene county, Ohio," April 19th, 1859.

The name "Antioch" was given in honor of the Syrian city where "the disciples were first called Christians."

## AIMS AND METHODS.

The denomination which founded the College, aiming from its origin to stand on a basis on which all true Christians can unite, assumed no name but "Christians;" adopted, or required assent to, no creed but the Bible, allowing each man his own judgment in interpreting its teachings; and made the evidence of Christian life and character the only requisite to admission to their fellowship.

The aim of the Convention was—

1. To establish a non-sectarian College of high rank.
2. To offer in it equal opportunities for students of both sexes.

These principles have continued to characterize the College through all its history.

To secure its liberal character, *as its founders understood liberality*, it was provided that two-thirds of the Board of Trustees and a majority of the Board of Instruction should at all times be members of that denomination.

This Convention appointed a Provisional Committee of thirty-four, comprising representatives from different States, of whom the Convention designated thirteen, namely: A. M. Merrifield, of Massachusetts: David Millard, David Ely, Esq., Rev. Amasa Stanton, Rev. W. R. Stowe, Rev. Eli Fay, Dr. J. Hale, and C. C. Davison, Esq., of New York; Rev. John Phillips, Rev. D. F. Ladley, Rev. Josiah Knight, E. W. Devore, Esq., and Hon. B. Randall, of Ohio, to act as a sub-committee, having in charge the work of raising funds, and locating and building the College. Of this committee, Rev. David Millard was Chairman, Rev. Eli Fay, Secretary, and A. M. Merrifield, Treasurer. Under its direction agents were put into the field to raise funds at once.

#### THE FINANCIAL SCHEME.

The original design was to establish a College proper, with four undergraduate classes. The funds for the endowment were to be raised by the sale of scholarships, at one hundred (100) dollars each, entitling the holder to keep one scholar in the school continually, free of tuition charges. Fifty thousand (50,000) dollars were fixed upon as the minimum of funds to be so raised. It was also the expectation to build it in the State of New York, "somewhere on the thoroughfare between Albany and Buffalo." The agents were directed to take notes for the scholarship subscriptions, payable September 1st, 1852.

At a meeting of the sub-committee, held in Stafford, N. Y., October 29th, 1851, it was found that the Ohio agents had far outstripped the others in success, and that that State had earned the right to the College. Here it was decided—

1. That the College should be located in Ohio.
2. That a department of Preparatory study should be annexed to it.
3. That at least one hundred thousand (100,000) dollars must be raised as a permanent endowment, no part of which should ever be diverted from its purpose, but the interest alone should be used to pay the tuition of the students who might be sent on the scholarships.

4. That fifty thousand (50,000) dollars must be raised to erect buildings, and grade and ornament the grounds.

5. That dormitories should be built for the accommodation of students.

To the dangers inherent in the original scheme was added a measure still more fatal, in the encouragement given by agents, on the authority of the committee that employed them, that the principal of the scholarship notes would never be called for so long as the interest, at six per cent. per annum, was promptly paid. With this encouragement many gave their notes, believing that, though they might not be able to pay the principal, they could pay six dollars a year for the privilege of keeping a scholar in the school perpetually; especially as the scholarships were negotiable, and many expected to be able to rent them for much more than the annual interest they would have to pay.

For building funds, reliance was placed upon the contributions which might be made for the purpose of securing the location, and upon special donations for building purposes.

#### THE LOCATION DECIDED ON AND PLANS ACCEPTED.

The sub-committee met again at Enon, Ohio, January 21, 1852. Here, after canvassing the claims of the different places bidding for the location of the College, the preference was given to *Yellow Springs, Greene County, Ohio*.

The moving causes of this decision were, first, the beauty and healthfulness of the place; and, secondly and chiefly, the pledge from the citizens of twenty acres of land for a campus, and thirty thousand (30,000) dollars in money, to be paid in ten monthly installments of three thousand dollars each. Hon. William Vills made a gift of the land, and became personally responsible for the payment of the money, paying in the end twenty thousand (20,000) dollars himself.

Yellow Springs lies on the Little Miami Railroad, midway between Xenia and Springfield, nine miles from each place. It is seventy-four miles north-northeast of Cincinnati, twenty miles east of Dayton, and sixty-five miles southwest of Columbus. From the earliest settlement of the coun-

try, it has been a favorite summer resort for invalids and persons seeking quietude and rest, who were attracted hither both by the delightful scenery of the vicinity, and by the medicinal qualities of the mineral spring from which the place takes its name.

The site donated to the College lies on the southeastern outskirts of the village, and has a gentle slope eastward, towards the railroad, on which it fronts, and the glen, which it overlooks. It is surrounded on all sides by streets seventy-five feet in width.

A set of plans and elevations for buildings was presented to the sub-committee at this meeting by A. M. Merrifield, Esq., of Worcester, Massachusetts, and accepted; and a building committee of seven (D. F. Ladley, J. G. Reeder, and E. W. Devore, of Ohio, Oliver Barr, of Illinois, and A. Sturtevant, of Pennsylvania,) was appointed. Mr. Merrifield was appointed building agent, to make the contracts, provide the material, and oversee the work. He estimated the cost of the buildings at \$60,000.

#### THE BUILDINGS

Were erected according to the plans adopted. There are three large buildings of brick. Antioch Hall, the main and central building, is in the form of a cross, 170 feet long, with a transept of 110 feet. It has three stories of 15 feet each, besides the basement, with towers and minarets at the several corners. It contains a Chapel 50 by 90 feet and 32 feet high, Lecture room, Recitation rooms, Library, Laboratory, Society rooms, etc. Standing back from this are two dormitory buildings, one on the north, containing dining hall, parlors, and dormitories for ladies, and one on the south, occupied as dormitories for gentlemen. Their dimensions are each 40 by 160 feet, and four stories high. All of them front the east.

Subsequently, on the opposite side of the street which bounds the College lot on the north, a dwelling was erected for the President. This is a fine brick building, three stories high.



The corner-stone of the main building was laid, with due ceremonies, June 23d, 1852. Judge Probasco, of Lebanon, delivered the chief address, and was followed by Dr. J. R. Freese, of Philadelphia. The North Hall was finished, and Antioch Hall all but the towers, and were opened for occupation Oct. 5th, 1853. The South Hall and the President's house were built during the following year, and were ready for occupation September, 1854. The total cost of the buildings was finally estimated at \$120,000. At present prices of labor and material, they would cost far more.

#### INCORPORATION.

A legal incorporation was effected May 14th, 1852, under the general laws of Ohio. The incorporators were David Mil-  
lard, Oliver Barr, John Phillips, Josiah Knight, E. W. Devore, William Mills, D. F. Ladley, Christian Winebrenner, Ebenezer Wheeler.

The articles of incorporation reaffirmed the original provisions as to the name, the scholarships, the rights under them, the protection to the fund, and the denominationalism of the Trustees and Board of Instruction. They also set forth that "the object of this College is to afford instruction in the Liberal Arts and Sciences usually taught in Colleges; and it shall be allowed to establish any department for the instruction of students in the various branches of academical education, moral and theological sciences, and general knowledge, not included in the usual collegiate courses, and shall afford equal privileges to students of both sexes."

That it "shall be under the management of a Board of thirty-four (34) Trustees, who shall be elected for the term of three years, and shall remain in office until their successors are chosen and qualified." That this Board should be elected by the owners of scholarships, each scholarship entitling the holder to one vote. No one person, however, could cast more than ten votes.

That "the Board of Trustees shall appoint the President, Professors, teachers, and assistants, and all such officers and agents as the interests of the Institution demands; and the

Faculty so appointed shall have authority to prescribe rules for the reception, discipline or expulsion of any pupil or pupils, to prescribe the course of studies to be pursued in the College or any department thereof, to prescribe books, charts, chemical, philosophical and other scientific apparatus, and shall have authority to confer such honors and degrees as are usually conferred by Colleges."

By these articles the sub-committee became the legal Trustees, and so remained until an election under the charter.

It will be seen that this charter contemplated no State or municipal control or influence of any kind, and provided for no members, *ex-officio*, not even the President of the College; that the Board of Trustees, two-thirds of whom were to be of the Christian denomination, were elected by the scholarship holders, who thus constituted a joint stock company, with shares of one hundred (100) dollars each; that the Trustees had the power of holding and controlling the property, managing the finances, and appointing the Faculty and other officers, while the Faculty had the sole control of the educational work, including the conferring of degrees.

#### THE FIRST BOARD OF TRUSTEES

Was elected at a meeting of scholarship holders, held in the College Chapel September, 4th, 1854.

The following persons were elected: Aaron Harlan, Elias Smith, Horace Mann, Jacob F. Crist, Joseph E. Wilson, Charles Ridgeway, E. W. Devore, Nathan Ward, Jacob Reesor, David Cross, Joseph P. Cory, John Kershner, John Kneisley, A. S. Dean, Noah P. Sprague, James Maxwell, Samuel Stafford, John Phillips, William H. Carey, Moses H. Grinnell, William Mills, Eli Fay, Amasa Stanton, Peter Cooper, A. M. Merrifield, D. P. Pike, Benjamin Cummings, Charles H. Olmstead, N. S. Morrison, George W. Webster, J. R. Freese, William R. King, and F. A. Palmer.

The Board was organized by the choice of Hon. Aaron Harlan, President; Elias Smith, Esq., Vice President; William R. King, Secretary; and Hon. William Mills, Treasurer.

The second election took place June 27, 1857. This Board continued in office until the reorganization in 1859.

#### THE FIRST FACULTY.

At the meeting of the sub-committee in Enon, Ohio, January 21st, 1852, a committee was appointed "to correspond with suitable persons to constitute the Faculty of the College." Here, for the first time, the idea was seriously entertained of inviting Hon. Horace Mann to become its President. Correspondence was opened with him, and in June following it was announced that he would accept the position.

At a meeting in Yellow Springs, September 15, 1852, the committee on a Faculty made their report, and the election took place. Horace Mann was elected President, and C. S. Pennell, and Miss R. M. Pennell, of Massachusetts, Rev. Thomas Holmes, of N. H., Rev. W. H. Doherty and Ira W. Allen, of N. Y., colleagues on the Faculty, and A. L. McKinney, of Indiana, Principal of the Preparatory Department.

#### HORACE MANN AND HIS COLLEAGUES.

When the offer of the Presidency of Antioch was made to Mr. Mann, he had completed his historical twelve years' work, as Secretary of the Board of Education in Massachusetts, in which he had inaugurated and carried so far forward the reforms in common schools, of which he is the acknowledged father. He was now just entering upon his second term as representative in Congress, to which he had been elected as the successor of John Quincy Adams. He had already found that the Congress of the United States, especially under the influences that then predominated, was not a field of reform so receptive and hopeful as was found in connection with the education of the young. Besides, his high and uncompromising moral and humanitarian views, which made him so thoroughly anti-slavery, did not comport with the conservative spirit of the times, even as it prevailed in the most respectable districts of Eastern Massachusetts. When, therefore, the opportunity was opened to him to be put at the head of what promised to be a large and liberal institution in the southwestern part of Ohio, it seemed to him a providential opening, where he might spend the remainder of his days in his chosen work. He saw the opportunity to

sow the good seed, in which he had so much confidence, in the fresh and fruitful soil of the West, where there was promise and prophesy of a rich harvest of results, which should perpetuate themselves throughout that fast-unfolding portion of our nation, in all succeeding time.

The peculiarities of the new institution which attracted him, in addition to its location, favorable for an extensive influence, were :

First—The non-sectarian character which it promised to have.

Second—The offering of all its privileges equally to both sexes.

Third—The sympathy and enthusiastic support which was tendered him from the founders and friends of the Institution.

On accepting the position, Mr. Mann devoted himself heart and soul to his work.

Professor and Miss Pennell were relatives of Mr. Mann, who had already become distinguished as teachers in High and Normal Schools in Massachusetts. Mr. Mann had signified his wish that, if he should accept the Presidency, they might be associated with him, in order that his colleagues might not all be strangers to him, and that he might have some who he knew would understand him and his aims and methods, to assist him in inaugurating his work.

Prof. Doherty was a graduate of the Royal Belfast College, Ireland, a ripe scholar, especially in moral and metaphysical studies, and belles lettres, and an eloquent preacher. He had been a Presbyterian minister in Camber, County Down, Ireland. He was, at the time of his appointment, pastor of the Unitarian Society in Rochester, New York, but a member of a Christian Conference in Western New York.

The other members appointed on the Faculty belonged to the denomination which founded the school, and were persons of liberal education and experience as teachers. Prof. Holmes was a graduate of Oberlin, Prof. Allen of Hamilton, N. Y. and Prof. M<sup>r</sup> Kinney of Wabash College, at Crawfordsville, Indiana.



## THE FIRST FACULTY MEETING.

This was held at Mr. Mann's residence, in West Newton, Mass., about the first of November, 1852, the members from the Western States coming to Massachusetts for that purpose. Mr. Mann describes it as unexpectedly harmonious in views and opinions.

At this meeting a division of labor among the several members was agreed upon, and three additional Professorships were projected, for which there were no appointees.

The Faculty and their Professorships were arranged and published as follows :

### FACULTY.

Hon. Horace Mann, LL. D., President, and Professor of Political Economy, Intellectual and Moral Philosophy, Constitutional Law and Natural Theology.

Rev. W. H. Doherty, A. M., Professor of Rhetoric, Logic and Belles-Lettres.

† Ira W. Allen, A. M., Professor of Mathematics, Astronomy, and Civil Engineering.

Rev. Thomas Holmes, A. M., Professor of Greek Language and Literature.

C. S. Pennell, A. M., Professor of Latin Language and Literature.

Miss R. M. Pennell, Professor of Physical Geography, Drawing, Natural History, Civil History and Didactics.

\* ————, Professor of Chemistry, and Theory and Practice of Agriculture.

\* ————, Professor of Mineralogy and Geology.

———, Professor of Modern Languages.

Rev. A. L. McKinney, Principal of Preparatory School.

A curriculum of study for the undergraduate course was here adopted and published as follows :

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† Prof. Allen went to Europe, and remained till September, 1854. In his absence the chair was filled by Miss Julia A. Hitchcock, afterwards Mrs. Fay.

‡ H. A. Warriner, M. D., was appointed by the Faculty in October, 1854, and assigned to the work of the two Professorships, but spent about two years in Germany before entering on his duties.

## UNDERGRADUATE COURSE.

### FRESHMAN CLASS.

FIRST TERM. *Algebra*—Loomis's. *Latin*—Lincoln's selections from Livy, first three books, with Latin Composition. *Greek*—Anabasis, first four books, with Greek Composition. *Elective Studies*\*—Drawing and Designing.

SECOND TERM. *English Language and Elocution*. *Geometry* continued—Loomis's. *Greek*—Homer's Iliad, first five books, with Greek Composition. *Elective*—Jahn's Hebrew Commonwealth, and Sismondi's Decline and Fall of Rome, for the first thousand years after Christ.

THIRD TERM. *Trigonometry, Plane and Spherical*—Loomis's. *Human Physiology*, alternating with Latin and Greek. *Latin*—Livy continued, twenty-first book. Horace, Schmitz and Zumpt's edition. Odes commenced. Latin Composition continued. *Greek*—Xenophon's Memorabilia, and Greek Composition continued. *Elective*—Botany, Gray's Botanical Text-Book.

### SOPHOMORE CLASS.

FIRST TERM. *Mensuration, Surveying and Navigation*. *Latin*—Horace's Art of Poetry, Satires and Epistles. *Rhetoric and Belles-Lettres*. *Elective*—Didactics or Theory and Art of Teaching; Potter and Emerson's School and Schoolmaster, Page's Theory and Practice of Teaching.

SECOND TERM. *Analytical Geometry*—Loomis's. *Latin*—Cicero, De Senectute and De Amicitia. *Greek*—Longinus on the Sublime. *Elective*—Hallam's Middle Ages, and Bancroft's United States.

THIRD TERM. *Differential and Integral Calculus*, or the Acts of the Apostles and Epistles of the Greek Testament, at the option of the student. *Latin*—Germania and Agricola of Tacitus (Tyler's edition preferred), and one play of Plautus or Terence. *French*—Pronunciation, Grammar and Translation. *Elective*—Didactics, or the Theory and Art of Teaching continued.

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\* Studies which, by permission of the Faculty, may be pursued, instead of one of the regular exercises for the term.

#### JUNIOR CLASS.

FIRST TERM. *Physical Geography*—Guyot and Mrs. Somerville's. *Chemistry*. *Natural Philosophy*—Mechanics. *Elective*—French continued, with Conversation and Composition.

SECOND TERM. *Civil Engineering, Chemistry as applied to Agriculture and the Arts*. *German*—Pronunciation, Grammar and Translation. *Elective*—French continued.

THIRD TERM. *Logic and Belles-Lettres*. *Zoology*—Agassiz and Gould's. *Natural Philosophy*—Physics. *Elective*—German continued, with Conversation and Composition.

#### SENIOR CLASS.

FIRST TERM. *Political Economy, Astronomy, Geology and Mineralogy*.

SECOND TERM. *Intellectual Philosophy, Rhetoric, Logic and Belles-Lettres, Evidences of Christianity, History of Civilization*—Guizot. *Natural Theology*.

THIRD TERM. *Constitutional Law, Moral Philosophy*.

"Rhetorical Exercises and English Compositions will be required, weekly, during the whole course.

"Lectures, during the whole course, will be given by the Professors in their respective departments.

"There will be extensive and daily oral instruction. Teaching from text-books alone is like administering the same prescription to all the patients in a hospital ward; but oral instruction is mingling the cup of healing for each individual case."

For admission to the Freshman Class the following requisites were prescribed :

"English Grammar; Outlines of Ancient and Modern Geography; History; Miss Peabody's Polish-American System of Chronology, or Worcester's Elements. Arithmetic—Algebra, Loomis's Elements, or its equivalent. Geometry—Loomis's first five books, or first four of Davies' Legendre. Latin—Bullions' Grammar, Reader, Caesar's Commentaries (two books); Virgil's *Æneid*, first six books, with Prosody and

Scanning ; Cicero's Orations, four against Catiline, and the one for the poet Archias ; Sallust, Catiline's Conspiracy ; Latin Composition. Greek—Bullions' Grammar, Reader, Gospel according to John. Greek Composition."

Of this curriculum the following points may be noticed :

1. That it assumed a standard of requirements and of study co-ordinate with the older Colleges of the Eastern States. This relative standard Antioch has always aimed to maintain, and to advance as the general standard in the best colleges has advanced.

2. That here an election of studies was provided for, and a course of study offered as alternative for Greek (or Latin) to candidates for the degree of Bachelor of Arts.

3. That prominence was given to Historical and Scientific studies ; a movement in which Antioch, under the direction of Horace Mann, was pioneer, but which, in the march of improvement, has been largely adopted by the best colleges of the country.

4. That it was declared as the policy of the Faculty that there should be no slavish and formal adhesion to text books, but that *oral instruction* should constitute a prominent part of the daily work.

5. That the study of the theory and practice of teaching was made a part of the regular course ; thus incorporating the work of preparing young persons for teachers into the very organization of the College. .

From this meeting of the Faculty, a circular, written by Mr. Mann, was issued, containing "a brief statement respecting the location, origin and objects" of the College, setting forth its recognition of the claims of women to equal opportunities of education with men, emphasizing the attention to be given to the study and observance of the laws of health, and making a special note of the non-sectarian spirit in which the College was to be conducted.

#### THE DEDICATION AND INAUGURATION

took place, October 5th, 1853. An immense concourse assembled from all parts of the State, and many from



other States. The ceremonies consisted of the investiture of the President in his office, by the presentation of the charter and keys, in an address, by Rev. I. N. Walter, and a response by President Mann, and also the delivery by Mr. Mann of his Dedictory and Inaugural Address.

#### OPENING OF THE SCHOOL.

On the following day, the school was opened by the examination of students. The grounds were uncleared and unfenced, and the building still unfinished; though all the rooms of Antioch Hall and the north dormitory were ready for occupation.

A Freshman class of six, four gentlemen and two ladies, was admitted, and over two hundred entered the Preparatory and English classes.

To this Freshman class, one was added during the term, two at the beginning of the Sophomore, eight at the beginning of the Junior, and one at the beginning of the Senior year. Three left during the course, leaving a class of fifteen, twelve gentlemen and three ladies, who graduated in the first class, June 27th, 1857.

The cheap tuition effected by the scholarship system, and the general interest which had been awakened in the canvass for money, as well as the reputation of President Mann, brought in an influx of students, which continued until the abolishing of the scholarships, by the failure and assignment of 1859.

#### HORACE MANN AS PRESIDENT.

For the first years of the College, and until its embarrassments began seriously to manifest themselves, Mr. Mann kept himself aloof from its financial affairs, and devoted himself to overseeing and inspiring the educational work. He strove to make the acquaintance and gain the confidence of every student, and to impart his own inspiration to live for the highest ends. The health and morals of the students were his special care; and publicly and privately he labored to guard and promote them. The earnestness and power of his words, his pathos,

wit, and occasional sarcasm, will never be forgotten by any who were his pupils. In discipline, his aim was to check the beginnings of disorder. He was firm and thorough, but ready to accept any hope of amendment.

In the relations of the two sexes, his aim was, by public receptions and otherwise, to give frequent opportunities for social intercourse in the presence of teachers and friends, that it might be the easier to restrain any tendency to seek private interviews.

#### COLORED STUDENTS.

Early in the College history, some students from a colored family presented themselves and were received. Great excitement was aroused at once, and the President of the Trustees sent Mr. Mann a note, forbidding him to receive them. His answer was, that he would never consent to be connected with an institution from which any person of requisite qualifications was excluded on grounds of color, sex, physical deformity, or anything for which such person was not morally responsible. In this he was sustained by his colleagues. This position Antioch has always maintained, though, both before and during the war, it was done at large sacrifice. While a few students left the school, and others stayed away on account of it, firmness rendered the internal commotion superficial and temporary. Except Oberlin, Antioch was a pioneer in this principle, and its proximity to the border line of slavery made it cost the more to stand by it.

#### FINANCIAL HISTORY, AND DENOMINATIONAL RELATIONS.

As has been stated, the original plan, incorporated into the first charter, provided that two-thirds of the Board of Trustees, and a majority of the Board of Instruction, should at all times be members of the Christian denomination. Its educational fund was raised by the sale of scholarships, the interest on which was to sustain the educational expenses of all departments of the Institution. For building funds, the Trustees looked to local and special contributions.

When the buildings were finished, these local and special contributions had all been exhausted; money had been borrowed in large amounts, on mortgages and otherwise; and a heavy indebtedness on account, for labor and materials, stood against the College; how heavy, in the absence of any suitable books, it was impossible to tell. Considerable contributions were made within the denomination towards paying off this debt; and agents were sent to New York and Boston, to solicit aid from Unitarians, as friends of liberal learning. Rev. Dr. Bellows, Hon. Moses H. Grinnell, and Peter Cooper, of New York, and Hon. Albert Fearing, of Boston, and many others, gave it generous aid. Still the debt remained, and statements concerning the financial status were discordant and confused. This bred distrust, and distrust checked donations.

The educational expenses were nearly \$10,000 a year above the receipts from the scholarship interest.

At the end of the fourth academic year, June 27th, 1857, about \$40,000 of the principal of the scholarship notes had been paid in, and, notwithstanding the provisions of the charter for its security, it had been "borrowed" by the Trustees, and expended for incidental uses. They, doubtless, expected to be able to refund it out of moneys raised to pay off the debt; but as the funds for that purpose did not come in, they were unable to restore this. And still there were debts outstanding, as it proved, amounting to over \$80,000.

In this state of affairs the Trustees resolved no longer to continue this regime, but to stop expenditures as a financial corporation, and to pay their debts if possible. To continue longer would be to wrong the creditors of the corporation, as well as the stockholders [scholarship-holders], who might, under the laws of Ohio, be liable for the debts of the corporation beyond the amount of their scholarships. Accordingly,

## AN ASSIGNMENT

of the property was made. F. A. Palmer, Esq., President of Broadway Bank, New York, who had been a liberal friend of the College, and was at that time its Treasurer, was appointed assignee. Two years were devoted to settlement and liquidation. During these two years, earnest efforts were made by the friends of the educational aims of the College, East and West, to raise money to purchase the property when sold.

In the meantime, the educational work of the College was comparatively undisturbed. At the time of the assignment the Faculty was reorganized. President Mann was retained in his position, and four of his colleagues were reappointed—Professors Cary (successor to Professor Pennell), Warriner, and Holmes, and Mrs. Dean, formerly Miss Pennell. Rev. Austin Craig, D. D., was appointed Professor of Rhetoric, Logic, etc. Miss Lucretia Crocker, Professor of Mathematics, and J. B. Weston, who graduated at that commencement, Principal of the Preparatory Department. Professor Holmes was in Europe, where he had been spending two years. He did not accept the appointment, but re-entered the ministry. The year following, Dr. Craig was succeeded by H. C. Badgers, and Miss Crocker by F. W. Bardwell. The Faculty, as thus constituted, with the usual corps of assistants in the Preparatory Department, carried on the educational work for the two years, at their own risk, dividing the receipts, which amounted to about half their stipulated salaries.

In the spring of 1859, a suit for foreclosure was entered in the United States Court, in Cincinnati, by the Hartford Insurance Company, which held a first mortgage on the real estate, and granted. The property was appraised, the real estate at \$60,000, the personal property at \$5,000. The sale was advertised to take place April 19th, 1859.

On the day before, the friends of the College assembled at Yellow Springs, effected an organization, and combined their funds, with the intent of purchasing the property, if they should not be outbidden at the sale. The sale was effected by John Kebler, Esq., Master Commissioner, and the property



was bid off' by F. A. Palmer, the assignee, at two-thirds the valuation, no bidder appearing against him. It was transferred by him, on the same terms, to five provisional Trustees; and by them, April 22d, 1859, to the Trustees of the new corporation, known as "Antioch College, of Yellow Springs, Greene County, Ohio."

The men comprising this body and raising funds for it, resolved that none of the debts of the old corporation should remain unpaid. The scholarship fund, the paid-up stock of the old corporation, which had been expended, was not deemed a debt. Thus about \$80,000 was really paid for property, though it was bid off' at about half that sum. This money was raised in the Christian and Unitarian denominations; about equal proportions from each.

#### THE NEW CHARTER

avowed the sympathy of the corporators "in the liberal and unsectarian spirit in which the College originated, and in the generous ideas which prevailed in its educational plans," and expressed their desire that the new organization should "perpetuate its general educational policy, and be managed and conducted upon its liberal principles." The rights and powers were "vested in a Board of Trustees, composed of twenty persons, twelve of whom shall always be members of the religious denomination of 'Christians,' as that denomination is hereinbefore described, and eight of whom shall always be members of the Unitarian denomination of Christians." The Trustees, as named in the charter, were: "Horace Mann, Eli Fay, J. B. Weston, E. M. Birch, and T. M. McWhinney, of Yellow Springs, Ohio; John Phillips, E. W. Devore, and John Kebler, of Ohio; Thomas Harless and Artemas Carter, of Chicago; George Partridge, of St. Louis; Albert Fearing and Edward Edmunds of Boston; Moses Cummings, of New Jersey; Henderson Gaylord and E. W. Clarke, of Pennsylvania, and Henry W. Bellows, Charles Butler, G. W. Hosmer, and Amasa Stanton, of New York.

The Board was made a close organization, with power to fill its own vacancies perpetually. The President of the

Board was also President of the College, and Chairman *ex officio* of the Executive Committee. It was provided that "no debt shall ever be contracted by the corporation, nor shall it have power to mortgage or pledge any portion of its real or personal property : \* \* and no portion of the expenses of any one year shall be carried over to the succeeding year." The power of conferring degrees under this charter was vested in the Trustees. Horace Mann was appointed President of the new corporation, Artemas Carter, Treasurer and Secretary, and Horace Mann *ex officio* ; Eli Fay, John Keble, E. M. Birch, and J. B. Weston, Executive Committee.

The Faculty and the educational policy were continued without change. The financial revolution which was going on without scarcely affected the work within ; though every pupil was alive with anxious hope and fear at the prospect, and finally with exultation at the successful issue.

The new corporation was thus launched *free from debt* ; a condition which it has ever since strictly preserved.

#### FREE FROM DEBT, BUT WITHOUT ENDOWMENT.

Its friends had been so heavily taxed to purchase the property, that it was deemed impolitic to try at that time to raise an endowment. In lieu of this, notes were given by friends, for various sums, payable in annual instalments for three years—enough to secure an income of five thousand (5,000) dollars annually outside of receipts for tuition. To these notes President Mann and the most of the Faculty made liberal contributions. Thus the annual expenses for three years were provided for.

#### DEATH OF PRESIDENT MANN.

The labors of Mr. Mann during these two years, especially towards the close, had been incessant and severe, and his anxiety intense. The successful termination was the unloading of a heavy burden, and the relaxing of nervous tension. Under the reaction, he was taken by an acute disease, and died a triumphant death at Yellow Springs, August 19th, 1859. He was buried in the College grounds ; and

the next year his remains were taken to Providence, Rhode Island, and re-interred by the side of his first wife.

The blow to the College and its friends was a severe one. The hopes of all had been centered in him, as the master spirit of the great work; but now he was suddenly called to leave it. He had lived long enough, however, to project much of his spirit into the organic life of the Institution. The Faculty and students felt themselves bound to it by a hallowed tie. The spirit of its inception it has been the aim ever to preserve.

#### REV. THOMAS HILL, D. D., PRESIDENT.

In September, 1859, Dr. Hill was appointed as Mr. Mann's successor, and entered upon his duties January, 1860. He stipulated, as a condition of acceptance, that two thousand (2,000) dollars a year for three years should be provided for, to meet contingent expenses, in addition to the five thousand previously pledged. This was done. This provision would terminate June, 1862.

President Hill gave his energy and learning to the interest of the College in all departments. The old life of the school continued, but with a gradual abatement of numbers. In 1860 a class of 28 was graduated (the largest ever graduated in any one year), in 1861 a class of 7, in 1862 of 18.

In the spring of 1861, Dr. Hill went to New England to commence the work of raising an endowment, to be ready to meet the expiration of the temporary provisions. While there (April, 1861), news came of the bombardment and evacuation of Fort Sumter. The war broke out and absorbed all thought and interest. Nothing could be done for Antioch.

Dr. Hill remained in office until June, 1862. No provisions remained to meet the expenses of the College, and the Faculty resigned.

#### DURING THE WAR.

At the request of the Trustees, Prof. J. B. Weston assumed the control of the school, and, associating a corps of teachers with himself, continued it on a self-supporting basis. For two years, to June, 1864, some of the College classes were

kept up, and provisions made for examinations in others, and one student was graduated each year. The next year the Preparatory and English classes were continued by Prof. Lewis Prugh and Mrs. A. E. Weston. During these three years, Rev. Austin Craig, D. D., was President of the Trustees, with leave of absence ; Prof. Weston, Acting President.

#### DIFFICULTIES.

Difficulties breed dissensions ; and none are more fruitful than the financial difficulties of associated bodies. Of this Antioch has had abundant experience. The brilliant pictures of the prospective Antioch were so highly drawn that realization was impossible, and disappointment was a foregone fact. Money was called for on scholarships, and to pay accumulated debts. This was contrary to the expectations which had been excited. Many invested money in town lots, expecting a great city to arise around the College, and a chance to make fortunes by the rise of property. This they failed to realize. Money was solicited and paid on the assurance that the debts would be liquidated ; but still they were set at figures higher and higher. Finally, the bubble of scholarships burst. It was the wreck of many a bright promise. Amid so many difficulties, misunderstandings were inevitable, and somebody must be the victim of curses.

The increasing contributions of the Unitarian friends of the College, of necessity, led to an increase of their influence. It was natural that the disappointed parties should cast the blame on them. Many non-sectarians are sectarian in their non-sectarianism. It was so among the patrons of Antioch. While with those of both denominations who were willing to work for an Institution of high rank, standing on simply a Christian basis, there always existed the best of harmony and co-operation, there were others, especially of the Christians, who wished it more "strictly denominational." This spirit was fanned by some disappointed aspirants, until in the Christian denomination there was a wide-spread dissatisfaction. Many promised liberal contributions to restore the College

exclusively to its original hands, and many others had confidence of success if this could be effected.

Accordingly, at the meeting of the Trustees in June, 1862,

#### PROPOSITIONS OF COMPROMISE

were made and accepted. According to these propositions, the Trustees representing the Christian denomination were to make an effort to raise an endowment of fifty thousand (50,000) dollars in one year. The time was afterwards extended to two years. If they succeeded in this, the Unitarian members were to consent to a change in the provisions of the charter fixing the denominational relations of the Trustees, and to resign, leaving the entire ownership and control of the College in the hands of the remaining members. If the Christians failed in this, they were to allow a like privilege to the Unitarian members.

The two years passed, Prof. Weston in the meantime carrying on the school on his own risk and responsibility. The most earnest efforts and appeals were made, and the most favorable terms offered for the payment of the sums that might be pledged: but the funds did not appear. Scarcely one-tenth of the requisite amount was pledged.

In June, 1864, the hope of raising an endowment from this source was abandoned, and the work turned over to the Unitarian members. They stipulated that the provision making any denominational relations a condition of eligibility to the Board of Trustees should be entirely removed. This was provisionally agreed to.

June 21st, 1865, the sum of one hundred thousand (100,000) dollars had been secured. The proposed amendment in the charter was unanimously agreed to. The money was paid in and invested in Government 7-30 bonds at par. The members of the Board from the Christian denomination resigned, but the most of them were re-elected. On the payment of the fund the following conditions were expressed:

"1st. That the interest and net income thereof only, as the same accrue, be used towards maintaining five Professorships.



“ 2d. That whenever, and as soon as any clause or article shall be inserted in the Constitution or By-laws of the College, or in any way become a rule in the government of the College which may, in any shape or form, impose any sectarian test for the qualification of a Trustee in the election of Trustees,” the endowment shall be forfeited to the American Unitarian Association.

#### RESUSCITATION.

At this meeting a full Faculty was appointed, and it was decided to open the College for the next year, in all its departments, on the second Tuesday in September. Hon. A. D. White, now President of Cornell University, was elected President, but being enlisted in the founding of that Institution, he did not accept, and Prof. Austin Craig, D. D., was Acting President for the year.

In 1866, Rev. G. W. Hosmer, D. D., of Buffalo, N. Y., was elected President. He entered into the spirit of the Institution, and sustained it with that ability, wisdom and experience for which he was already celebrated. In June, 1872, Dr. Hosmer tendered his resignation as President, to take effect January 1st, 1873, and Prof. Edward Orton was appointed his successor. Dr. Hosmer continued as Professor till June, 1873, when he resigned his position. Prof. Orton also resigned in June, 1873, to take the Presidency of the Ohio Agricultural and Mechanical College at Columbus. Since that time, Prof. S. C. Derby has been Acting President, and is now President *pro tempore*.

The Faculty as now constituted are : Samuel C. Derby, President *pro tem.*, Professor of Latin ; J. B. Weston, Secretary, Professor of Greek and History ; C. H. Chandler, Professor of Chemistry and Physics ; G. S. Hall, Professor of Mental Philosophy, Ethics, and English Literature ; Rebecca S. Rice, Professor of Mathematics and Astronomy ; E. W. Claypole, Professor of Geology, Zoology and Botany ; William F. Bridge, Principal of the Preparatory Department.

*Assistant Teachers.*—Achsa E. Weston, Irene Hardy (Matron), Emily E. Derby.

The department of Modern Languages is shared between Professors Hall, Rice and Claypole.

In accordance with the spirit of the charter, the Faculty and teachers are appointed with reference to their qualifications, and not to denominational relations. There are now among them members of five different denominations.

#### STUDENTS AND STUDIES.

From the wide range of studies provided in the College, and the free election offered, the result has been that many students have taken advanced courses of study of considerable length, who have not completed a regular course and taken a degree. Hence, in proportion to those who have pursued studies in the College classes, the number of graduates has been small.

From the opening of the Institution under Horace Mann, Antioch has had special success as a fitting school for teachers. Many who took partial courses here have taken distinguished positions as teachers, as well as in other professions and in business.

Up to this time (April, 1876), 133 have graduated, of whom 87 are gentlemen and 46 ladies. Nearly all these have been teachers. Of the gentlemen, 19 are now engaged in teaching, several of whom are Presidents and Professors in Colleges, and heads of large schools, 22 are lawyers, 5 are physicians, 12 are ministers, 4 are editors.

Of the ladies, 18 are now teaching, 3 of them in Colleges, 2 are physicians, 1 a preacher. Thirty of the 46 have married, 23 of whom have children. The standard of health among them will compare favorably with that of any other class. It has not been the experience at Antioch that an extended course of study has tended to injure the health of ladies any more than of gentlemen.

A Preparatory Department has been connected with the College from the first. Students are here prepared for the Freshman Class, in a three years' course, and a considerable range of English studies is pursued. The work of this department has received special attention. The grade of studies

pursued will be seen in the present curriculum, published herewith.

#### LIBRARY, LABORATORY, MUSEUM, ETC.

The foundation of the Library was laid by an appropriation of one thousand (1,000) dollars, which was laid out under the direction of President Mann, with a special view to the wants of College students. Additions have since been made, with the same object in view. The library now contains about five thousand (5,000) volumes, for the most part of well selected works.

The Department of Physics is provided (besides less important instruments) with a four-prism Spectroscope, Saccharimeter, Polariscopes for projection, and Norremberg's Polariscopes, all manufactured by Duboscq, of Paris, an Air-Pump, Frictional Electrical Machine, Holtz Electrical Machine, Ruhmkoff Coil, Geissler's Tubes, Clarke's Magneto-Electric Machine, Telegraphic Apparatus, etc.

The Chemical Laboratory is provided with all needful apparatus for experiment and illustration in General Chemistry, and with balances and other instruments of precision for analysis. Each student has a separate desk, supplied with water and gas.

The study of Astronomy is assisted by use of a Telescope of five-inch aperture, made by Alvan Clarke, a Prismatic Reflecting Circle, made by Pistor and Martins, and an excellent Marine Chronometer. Classes in Surveying and Engineering have the use of two Transit Theodolites, Engineer's Level and Compass.

In the department of Natural History is a good collection of typical fossils, and a partial but yearly increasing collection of the animal and vegetable productions of the district. These are used for reference by teachers and students in their investigations: in which they are also aided by an excellent set of Microscopes in the laboratory of Natural Science.

#### LITERARY SOCIETIES.

There are three literary societies connected with the College, two of gentlemen, and one of ladies. These have each

a society room in Antioch Hall, and one of them (the Adelphians) a library room adjoining.

#### FUNDS AND REAL ESTATE.

No buildings have been erected since those originally erected. These and the grounds of twenty acres comprise the real estate.

The one hundred thousand dollars paid in as an endowment, and invested in Government Seven-thirties in 1865, were subsequently converted, at a premium, and re-invested on real estate securities, yielding a better income. Last year twenty thousand (\$20,000) dollars were added by bequest of Mrs. Sarah King, of Taunton, Massachusetts. The total endowment now, is \$123,000, so invested as to yield a net annual income of between \$11,000 and \$12,000. There is also a prospective fund of about \$40,000, from a bequest of Hon. David Joy, to be devoted to aiding needy students, especially women and students of color. Great credit is due to Hon. Artemas Carter, of Chicago, for the judicious manner in which the funds have been managed.

#### PRESENT COURSES OF STUDY.

As above remarked, Antioch has aimed to advance her standard of requirements along with those of the best Colleges in the country. This has been especially done in the requirements for admission, and in the studies which are offered as optional for Greek.

The Preparatory Course, in the studies of which all applicants for the Freshman Class are required to pass examination, comprises three years of study, after the requisite English preparation, namely: Latin—three years, embracing Grammar, First Lessons, Caesar, Cicero's Orations, Virgil, Prose Composition. Greek—two years, embracing Grammar, First Lessons, Xenophon's Anabasis, Homer's Iliad, Prose Composition. Mathematics—Arithmetic, two terms; Algebra, two terms; Geometry, one term. History—one year, namely: Greece and Rome, one term; England, one term; United States, one term. Botany—one term. Physi-

ology—one term. Elementary Physics—one term. Elementary Chemistry—one term.

Those who do not take the Greek are required to take Elementary Astronomy one term; Elementary Geology and Physical Geography, one term; Zoology, one term; German, one year.

#### THE UNDERGRADUATE COURSE

For the Academic year, 1874-5, is as follows:

##### FRESHMAN YEAR.

*First Term.* Greek—Xenophon's Memorabilia of Socrates, Boise and Freeman's; Greek Prose Composition. Latin—Livy. \*German—Schiller. Mathematics—Tappan's Geometry completed.

*Second Term.* Greek—Homer's Odyssey; Herodotus, Boise and Freeman's; Prose Composition. Latin—Horace, Odes. \*German—Goethe. Mathematics—Higher Algebra.

*Third Term.* \*Greek—Plato and Demosthenes, Boise and Freeman's; Prose Composition. Latin—Tacitus, Germania and Agricola. German—Goethe and Lessing. Mathematics—Trigonometry; Elements of Surveying and Leveling (optional).

##### SOPHOMORE YEAR.

*First Term.* \*Greek—Edipus Tyrannus and Antigone of Sophocles. Latin—Cicero; Epistles. French—Otto's Grammar. Analytical Geometry.

*Second Term.* \*Greek—Plato's Apology and Crito, Tyler's; Prometheus of Æschylus. Latin—Tacitus: Histories. French—Otto's Grammar. Calculus.

*Third Term.* \*Greek—Demosthenes on the Crown. Latin—Plautus's Captives; Horace's Epistles. Physics—Mechanics of Solids, Liquids and Gases. Acoustics—Atkinson's Canon. French—French Writers.

\* Students are allowed to substitute German for Greek during Freshman Year.

† Optional for Latin.



#### JUNIOR YEAR.

*First Term.* Physics—Heat and Light. Chemistry—Barker's. English Literature—Early English Literature.

*Second Term.* Physics—Magnetism. Electricity and Meteorology. English Literature—Shakespeare and History of English Literature. History—Hallam's Middle Ages, or Green's Short History of the English People.

*Third Term.* Astronomy—White's Elements. Modern European Literature. Zoology—(Botany on alternate years.)

#### SENIOR YEAR.

*First Term.* Logic—Psychology. Geology. Political Economy. Analytical Chemistry (optional)—Eliot and Storer's Qualitative Analysis.

*Second Term.* History of Philosophy. Geology. Modern History—Hallam's Constitutional History of England. Analytical Chemistry (optional)—Fresenius's Chemical Analysis.

*Third Term.* Ethics and Esthetics. Zoology—(Botany on alternate years). Constitutional History of the United States. Analytical Chemistry (optional).

#### FACULTY AND TEACHERS SINCE THE FOUNDING OF THE COLLEGE.

*Presidents*—Horace Mann, LL. D., 1853-59; Thomas Hill, D. D., 1859-62; Austin Craig, D. D. (with leave of absence, J. B. Weston, A. M., acting), 1862-65; Austin Craig, D. D., (acting), 1865-66; George W. Hosmer, D. D., 1866-73; Edward Orton, A. M., January to July, 1873; S. C. Derby, A. M. (acting), 1873-76.

*Metaphysical, Moral and Political Sciences*—The Presidents, 1853-73 (except William C. Russel, A. M., Political Science, 1865-6); G. S. Hall, A. M. (Metaphysics and Ethics), 1873-76; J. B. Weston, A. M. (Political Science, acting), 1874-76.

*Rhetoric, Logic and English Literature*—Rev. W. H. Doherty, A. M., 1853-57; Austin Craig, D. D., 1857-58; H. C. Badger, A. M., 1858-62; Rev. Francis Tiffany, A. M., 1865-66; Rev.

James K. Hosmer, A. M., 1866-71 (S. C. Derby, A. M., acting, 1869-70); G. S. Hall, A. M., 1872-76.

*Greek*—Rev. Thomas Holmes, A. M., 1853-56; George L. Cary, 1856-62; Rev. J. B. Weston, A. M., 1862-76.

*Latin*—C. S. Pennell, A. M., 1853-56; Sylvester Waterhouse, A. M., 1856-57; George L. Cary, A. M., 1857-62; Lewis Prugh, A. M., 1862-65; William F. Allen, A. M., 1865-66; Rev. J. B. Weston, A. M. (acting), 1866-70; S. C. Derby, A. M., 1870-76.

*Mathematics*—I. W. Allen, A. M., 1853-57; (Miss Julia A. Hitchcock, acting 1853-54); Miss Lucretia Crocker, 1857-58; F. W. Bardwell, B. S., 1856-62; M. H. Doolittle, A. B., 1862-64; John E. Clark, A. M., 1865-72; C. H. Chandler, A. M. (acting), 1872-73; Miss Rebecca S. Rice, 1873-76.

*Modern Languages*—A. M. Williams, A. M., 1857-58; Mrs. E. Fay, 1857-59; Adolph Schneider, 1858-59; Mrs. Adaline S. Badger, A. M., 1859-62; Rev. C. Bradford, 1862-64; T. E. Suloit, A. M., 1865-66. In years not covered by these provisions, the work has been done by Professors of other departments.

*Geology, Physiology, Zoology, and Botany*—Miss R. M. Pennell (Mrs. Dean), 1853-59; H. A. Warriner, M. D., 1856-62; Edward Orton, A. M., 1866-73; E. W. Claypole, B. S., 1873-76.

*Chemistry and Physics*—J. W. Hoyt, M. D. (acting), 1854-55; H. A. Warriner, M. D., 1855-59; G. C. Caldwell, Ph. D., 1859-62; J. W. Langley, B. S., 1865-66; W. A. Anthony, Ph. B., 1866-70; C. H. Chandler, A. M., 1870-76.

*History*—Miss R. M. Pennell (Mrs. Dean), 1853-59; J. B. Weston, A. M., 1860-62; Mrs. A. E. Weston, A. M., 1862-64; W. C. Russell, A. M., 1865-66; G. W. Hosmer, D. D., 1866-73; J. B. Weston, A. M. (acting), 1874-76.

*Instructors in College Studies*—F. C. Hill, Civil Engineering and Mechanical Drawing, 1867-71; Miss R. S. Rice, A. M., French and Mathematics, 1869-70; Mrs. A. E. Weston, A. M., History, 1870-71; C. W. Clement, A. B., Rhetoric and Mechanics, 1870-71; J. M. Harris, M. D., Physiology, 1871-72; J. Y. Bergen, Jr., A. B., Analytical Chemistry, 1872-73.

*Principals of the Preparatory Department*—Rev. A. L. McKinney, A. B., 1853-55; J. C. Zachos, A. M., 1855-56; Rev. Al-

vin Coburn, 1856-57; Rev. J. B. Weston, A. M., 1857-64; Lewis Prugh, A. B., 1864-65; Edward Orton, A. M., 1865-72; (Selah Howell, A. M., acting, 1869-70;) S. C. Derby, A. M., 1872-76; Rev. W. F. Bridge, A. M., 1876.

*Assistant Teachers*—Mary J. Tallant, 1853-54; Miss R. S. Wilmarth (Mrs. Caldwell), 1854-62; Henry D. Burlingame, 1855-56; Miss A. Josephine Chamberlain, 1855-56; Miss Mary F. Eastman, 1856-58; Mrs. Mahalah Jay, A. B., 1857-60; Joshua W. Weston, A. M., 1858-59; M. J. Miller, A. B., 1859-60; Rev. C. Bradford, 1860-63; Mrs. A. E. Weston, A. M., 1860-76; Mrs. Julia M. Church, 1863-64; Mrs. Charlotte C. Stearns, 1865-66; Miss Katharine M. Sanderson, 1865-66; Miss Jerusha H. Peacock (Mrs. Harris), 1866-73; Miss Rebecca S. Rice, A. M., 1866-70; Mrs. Sarah A. Oren, 1867-68; Miss Zella Reed, A. B., 1870-71 and 72-73; Miss Laura A. Peacock, A. B., 1872-73; Miss Emily S. Derby, 1873-76; Miss Irene Hardy, 1874-76.

*Matrons*—Mrs. Sarah D. Tucker, 1865-72; Mrs. J. H. Harris, 1872-73; Miss Zella Reed, 1873-74; Miss Irene Hardy, 1874-76.

From 1865 to 1873 a *Model School* was sustained in connection with the Preparatory Department. *Teachers*—Miss J. H. Peacock, 1866-67; Miss Naomi W. Goodman, 1867-68; Miss Anna E. Peacock, 1867-72; Miss L. A. Scott, 1872-73.



## HISTORY OF BALDWIN UNIVERSITY.

Baldwin University, located at Berea, Ohio, was founded as a Seminary, called Baldwin Institute, in the year 1845, by Hon. John Baldwin. At the session of the North Ohio Annual Conference of the M. E. Church, held at Marion, Ohio, August 13, 1845, a proposition from John Baldwin was presented, donating land and other property for the establishment of an Institution of learning.

The following quotation from the earliest record of the Institution, will exhibit, not only the circumstances of its origin, but also the design of the founder :

“MIDDLEBURG, SEPT. 24, 1844.

*To the Ministers of the North Ohio Annual Conference :*

VERY DEAR BRETHREN :—Feeling that I am under very deep obligation to Almighty God for His mercies, which have followed me, through the instrumentality of the M. E. Church, from my youth, and believing, with the venerated Wesley, that it is the Christian's duty both to get and give all he can, I have come to the conclusion to devote to the cause of religious education and the missionary enterprise, a certain piece of land, containing fifty acres, including grind-stone quarries and water privileges, described below, on which I hereby agree to erect a building, to be of brick, 72 by 36, the plan of said building to be furnished and site located, worth from \$2,500 to \$3,000, to be finished in the fall of 1845.”



The following additional proposition was received by the same Conference :

“MIDDLEBURG, JUNE 4, 1845.

*To the Members of the N. O. A. C.:*

On condition of the acceptance of my former proposition, I hereby agree to lay out, for the use and benefit of said Literary Institution, fifty lots of a quarter acre each, with suitable streets and alleys, lying south of my garden and orchard, and east of the fifty acres, to be sold at a fair valuation price, to be funded for the use of the Institution.”

The Conference accepted the proposition, on certain conditions, and appointed a Board of Commissioners to obtain a charter and organize the Institution. The conditions were fulfilled. A charter was granted by the Legislature of Ohio, in December, 1845. The Board of Trustees was organized January 21, 1846. The Institute was opened April 9, with a Male and Female Department.

#### FIRST FACULTY OF THE INSTITUTE.

Rev. H. Dwight, A. M., Principal and Teacher of Ancient Languages and Natural Science.

Alfred Holbrook, Teacher of Mathematics and English Branches.

Mrs. Almena M. Dwight, Preceptress and Teacher of French and Ornamental Branches.

Miss Cornelia Van Tyne, Teacher of the Primary Department.

*Number of Students* — Gentlemen, 61; Ladies, 39; total, 100.

Professor Dwight, the first Principal, died the first year of the Institute, and was succeeded by Alfred Holbrook as acting Principal. The following gentlemen have also been Principals of the Institute: Lorenzo Warner, M. D., W. L. Harris, D. D., G. M. Barber, A. M., and Alexander Nelson, D. D.

The catalogue of the Institute for 1854-5, exhibits the following number of students: Gentlemen, 139; Ladies, 99; total, 238.

Considering that an Institution of a still higher grade, under the patronage of the M. E. Church, was needed in the Western Reserve, the Trustees, acting under the direction of the Conference of 1855, effected a change of charter, by which University powers were secured.

#### FIRST FACULTY OF THE UNIVERSITY.

Rev. John Wheeler. A. M., President, Professor of Mental and Moral Science.

Jeremiah Tingley. A. M., Professor of Natural Science.

Rev. William H. Barnes. A. B., Professor of Latin and Greek Languages.

Gaylord H. Hartupce, A. B., Professor of Mathematics.

Miss Emily A. Covell, Preceptress.\*

Miss Rosanna Baldwin, A. B., Preceptress.

Miss Eugenia A. Morrison, Teacher of Music on Piano Forte.\*

Miss Sarah P. Adams, Teacher of Music on Piano, Melodeon and Guitar.

Miss Sarah A. Storer, Teacher of French and Drawing.

In 1858, a German Department was opened, under the instruction of O. Henning, Ph. D. From 1859, this Department, under the charge of Rev. Jacob Rothweiler, grew rapidly, till in 1863 it was organized as a separate Institution, with the title of *German Wallace College*, in honor of *Hon. James Wallace*, who donated the building occupied by the College.

The relation between Baldwin University and German Wallace College is very intimate—the University furnishing instruction for both institutions in Latin, Mathematics and Natural Science, and the College in Greek, German, French and Music. Students in either Institution are entitled to free tuition in the other.

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\*The former part of the year.

In 1865, a College of Pharmacy was organized for the thorough preparation of druggists for their business, and is still in successful operation.

In addition to his original grant, Mr. Baldwin paid, for many years, the interest on ten thousand dollars, which has been appropriated to the support of a Professorship in the University. In the winter of 1867, Mr. Baldwin donated to the Institution forty acres of stone quarry, worth, at least, three thousand dollars per acre, or in the aggregate one hundred and twenty thousand dollars. This princely gift has placed the Institution on a solid foundation—literally has founded it upon a rock.

In addition to the first building, two others have been erected; one of brick, used as a Boarding Hall, the other of stone, used for Chapel and recitation rooms. Subscriptions to the amount of twenty thousand dollars have been made for the purpose of erecting a Ladies' Hall. The foundation of this building has already been laid, and the work will be carried forward as rapidly as possible. There are at present, in connection with the Institution, four Literary Societies, in a flourishing condition—two for gentlemen, the Philozetian and Phrenocosmian, and two for ladies, the Alethean and Clonian. The Institution has a good working apparatus, worth about one thousand and five hundred dollars, and a well selected library of two thousand volumes. The Institution is out of debt, and has, as shown in its financial exhibit to the North Ohio Conference for 1875, assets to the amount of one hundred and ninety-four thousand dollars.

The following have been Members of the Faculty of the University at various periods:

*Presidents*—John Wheeler, D. D., W. D. Godman, D. D., and A. Schuyler, LL. D.

*Preceptresses*—Miss Emily A. Covil, Miss Rosanna Baldwin, Miss Mary A. Proctor, Mrs. Clara S. Wheeler, Mrs. Amanda Schuyler, Miss Angela R. Houghton, Miss

Elizabeth Hall, Miss Ellen H. Warner, Miss Clara E. Schuyler.

*Professors*—J. Tingley, A. M., W. H. Barnes, A. M., G. H. Hartupée, A. M., E. J. Cutler, M. D., W. C. Pierce, S. T. D., A. Schuyler, LL. D., J. Rothweiler, D. D., R. B. Pope, A. M., B. J. Hoadley, A. M., P. W. Mosblech, Ph. D., M. J. Flannery, A. M., J. W. White, A. M., Ellen H. Warner, A. M., A. D. Knapp, A. M., E. Thompson, A. M., Maggie P. Safford, A. M., A. S. B. Newton, A. M. Clara E. Schuyler, A. B., C. Riemenschneider, Ph. D., D. Torbet, A. M., V. Wilker, A. M.

The following have been teachers in the Department of Fine Arts: Miss E. A. Morrison, Miss S. P. Adams, Miss S. A. Storer, Miss C. Adams, Mrs. S. P. Barnes, Miss M. E. Schneider, Miss L. M. Plimpton, Mrs. L. D. W. Pierce, L. A. Tuttle, Miss M. M. Gardner, Mrs. M. Flannery, F. M. Davis, Miss A. McGraugh, L. C. Smith, J. Hart, Mrs. Leonard, Miss E. Castle, J. Berr.

The following have been Professors in the College of Pharmacy: J. Wheeler, D. D., W. C. Pierce, S. T. D., E. J. Cutler, M. D., L. S. McCullough, M. D., M. V. B. Clark, M. D., Mrs. A. D. Goodman, M. D., F. M. Coates, M. D., E. Thompson, A. M., D. Torbet, A. M., H. S. Francis, B. S.

A Commercial Department was organized in 1857, and discontinued in 1874.

The whole number of Alumni, 189; number in the present Senior Class, 15.

## TRUSTEES.

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### FIRST CLASS.

TERM EXPIRES.....	1876.
Horace Benton, A. M.....	Cleveland
Rev. E. R. Jewitt.....	Sandusky
Rev. L. Warner, M. D.....	Galion
Rev. Joseph Jones.....	Norwalk
Rev. G. H. Hartupee, D. D.....	Mansfield

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### SECOND CLASS.

TERM EXPIRES.....	1877.
E. J. Cutler, A. M., M. D.....	Cleveland
Lyman Baker, Esq.....	Berea
James Wallace, Esq.....	Detroit
Rev. T. J. Pope.....	La Porte
Hon. John Baldwin.....	Berea

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### THIRD CLASS.

TERM EXPIRES.....	1878.
E. C. Griswold, A. M.....	Elyria
Rev. A. Nelson, D. D..	Bucyrus
A. Schuyler, LL. D.....	Berea
A. J. Campbell, Esq.....	Berea
George H. Foster, LL. B.....	Cleveland



## PRESENT FACULTY.

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**AARON SCHUYLER, LL. D.,**  
President and Professor of Philosophy and Applied Mathematics.

**ELLEN H. WARNER, A. M.,**  
Professor of Pure Mathematics.

**CLARA E. SCHUYLER, A. B.,**  
Preceptress and Professor of Rhetoric and English Literature.

**CARL RIEMENSCHNEIDER, PH. D.,**  
Professor of the Greek Language and Literature.

**DAVID TORBET, A. M.,**  
Professor of Natural Science.

**ARCHIE M. MATTISON, B. S.,**  
Tutor of the Latin Language and Literature.

**VICTOR WILKER, A. M.,**  
Professor of German and French.

**JULIUS BERR,**  
Professor of Music.

**FRANK M. COATES, M. D.,**  
Professor of Toxicology and Materia Medica.

**HENRY S. FRANCIS, B. S.,**  
Professor of Pharmacy and Practical Chemistry.

# COURSES OF STUDY.

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## CLASSICAL DEPARTMENT.

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### PREPARATORY.

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#### JUNIOR PREPARATORY.

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##### FIRST TERM.

Arithmetic.....	Schuyler
English Grammar—Etymology.....	Harvey
Geography.....	Guyot
Latin Lessons.....	Leighton

##### SECOND TERM.

Arithmetic.....	Schuyler
English Grammar—Syntax.....	Harvey
Geography.....	Guyot
Latin Lessons.....	Leighton

##### THIRD TERM.

Arithmetic.....	Schuyler
English Grammar—Exercises in Analysis and Parsing.	
Latin Lessons.....	Leighton
History—England.....	Thalheimer

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#### MIDDLE PREPARATORY.

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##### FIRST TERM.

Algebra.....	Schuyler
Greek Lessons.....	Leighton
Cæsar.....	Allen & Greenough

##### SECOND TERM.

Algebra.....	Schuyler
Greek Lessons.....	Leighton
Cicero—Orations.....	Chase & Stuart

### THIRD TERM.

Algebra.....	Schuyler
Greek Lessons.....	Leighton
Latin Prose Composition.....	Harkness
History—United States.....	Ridpath

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## SENIOR PREPARATORY.

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### FIRST TERM.

Geometry.....	Schuyler
Greek Reader.....	Goodwin
Virgil—Æneid.....	Chase & Stuart

### SECOND TERM.

Geometry.....	Schuyler
Greek Reader.....	Goodwin
Virgil—Æneid.....	Chase & Stuart

### THIRD TERM.

Geometry.....	Schuyler
Greek Reader.....	Goodwin
Botany.....	Wood
Latin Prose Composition.....	Harkness

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## COLLEGIATE.

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### FRESHMAN.

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### FIRST TERM.

Algebra.....	Schuyler
Herodotus and Greek Prose Composition.....	Jones
Physics.....	Norton

### SECOND TERM.

Plane Trigonometry.....	Schuyler
Herodotus and Greek Prose Composition.....	Jones
Physics.....	Norton

### THIRD TERM.

Spherical Trigonometry and Mensuration.....	Schuyler
Plato—Apology and Greek Prose Composition.....	Boise
Horace—Odes.....	Chase & Stuart

## SOPHOMORE.

### FIRST TERM.

Surveying.....	Schuyler
Homer—Iliad.....	Boise
Rhetoric and Elocution.....	Hart & Kidd
Horace—Epistles.....	Chase & Stuart

### SECOND TERM.

Analytic Geometry.....	Peck
Demosthenes de Corona.....	Tyler's Homes
Physiology.....	Dalton

### THIRD TERM.

Analytic Geometry.....	Peck
Sophocles—(Edipus Tryrannus.....	White
Physical Geography.....	Guyot
English Literature.....	Taine

## JUNIOR.

### ELECTIVE—THREE STUDIES EACH TERM.

#### FIRST TERM.

Calculus.....	Clark
Chemistry.....	Roscoe
Juvenal.....	Anthon
German—Conversation Grammar.....	Otto

#### SECOND TERM.

Calculus.....	Clark
Chemistry.....	Roscoe
Euripides—Alcestis.....	Woolsey
Tacitus—Germania and Agricola .....	Tyler
German — { Conversational Grammar.....	Otto
{ Easy Reading.....	Storme

#### THIRD TERM.

Logic.....	Schuyler
Astronomy.....	Loomis
Calculus.....	Clark
Thucydides.....	Owen
Natural Theology.....	Paley
Plautus—Captives.....	Harrington
German — { Conversation Grammar.....	Otto
{ Easy Reading.....	Storme

## SENIOR.

ELECTIVE—THREE STUDIES EACH TERM.

### FIRST TERM.

Psychology.....	Porter
Ethics.....	Gregory
Æschylus—Prometheus Vincitus.....	Woolsey
Constitutional Law.....	Andrews
German— { Otto's Reader.....	Evans
{ English Prose into German.	

### SECOND TERM.

Psychology.....	Porter
Æsthetics.....	Samson
Mechanics.....	Peck
Descriptive Geometry.....	Church
Cicero de Oratore.....	Kingsley
German— { Schiller's Works.	
{ Letter Writing and Business Forms.	

### THIRD TERM.

Political Economy.....	Bowen
Butler's Analogy.	
Shades and Shadows, Linear Perspective.....	Church
German— { Goethe's or Lessing's Works.	
{ Original Essays.	
Geology.....	Dana

There is also a Scientific Course of five years, embracing the same Sciences and Mathematics as the Classical Course, less Latin, and French instead of Greek.





# The Cleveland Academy.

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BY MISS L. T. GUILFORD.

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On the sixteenth of October, 1848, a small, private day-school for girls was opened in the large, unoccupied dining-room of an empty hotel, called the "Pavilion," and standing on the corner of Prospect and Ontario Streets. At that time the "Forest City" was a large village of about fifteen thousand inhabitants, and was approached only by stages and summer steamboats. The building stands now in the crowded heart of a population of one hundred thousand. In every direction stretch long avenues, that were only roads then, with here and there a dwelling among trees, turning brown and yellow that autumn day.

This school was the beginning of the CLEVELAND ACADEMY. Its principal teacher was fresh from the last instructions of MARY LYON, and the ideal of the infant Institution was : thorough elementary training ; as much knowledge of more advanced subjects as could be entirely grasped, and no more ; a systematic study of the Bible, and the inculcation of religious principles. Such have been its aims to the present time.

In this school, which for a time numbered about thirty, Miss L. T. GUILFORD, of Berkshire county, Mass., had the chief charge; Miss R. STARKWEATHER, of Northampton, Mass., Miss F. MERRICK, of Wilbraham, since deceased, and Miss M. METCALF, of Hudson, O., now Mrs. CHESTER, of Cleveland, were assistants. The bills for tuition, including Latin, were ten dollars per quarter of twelve weeks; and the corps of teachers was surprisingly disproportionate to the number of pupils. It had been the project of the originator and financial manager, Rev. D. MORRIS, to establish a large boarding school, partially on the plan of the Mount Holyoke Seminary, but only two boarding pupils availed themselves of the ample, if somewhat unsuitable, rooms. The failure of the scheme forced Mr. MORRIS to give up the hotel to the lessee. The few who had been scattered in various parts of the untidy building left in the spring, though the school-room was occupied till July. As the manager had been unable to pay the teachers, and the number of pupils had diminished to thirteen, the outlook was not encouraging.

In July, Misses MERRICK and STARKWEATHER returned to New England, but Miss GUILFORD, having assumed the pecuniary responsibility, decided to remain, and, if any place could be found for them, to collect in the autumn the little flock to which she had become much attached. The "Pavilion" was soon restored to its original use by the traveling public, keeping no trace of this curious episode in its history.

In August, through the exertions of Mr. MORRIS, a long, white, wooden building was erected on a leased lot, in a grove of trees, that extended from what is now the "Club House," over the site of the Central High School. This slight, temporary structure was but little protection from the cold, and its only apparatus consisted of two wooden blackboards. There the school was reopened in September, and began to take a character of its own—

steadily, though slowly, gaining in the confidence and patronage of the community. Many of its pupils cherished an enthusiastic attachment for its peculiar modes of study and discipline. They were the descendants of good Puritan stock, and received instruction with a "willing mind," and not a few of *their* children have been pupils of the Academy. The study of Latin was insisted on, unless the parents objected—which was frequently the case at that period. Arithmetic, Grammar, and the Bible were the leading studies. Reading and Spelling were required daily of all. These, with Geography, United States History, and frequent composition writing, occupied nearly the entire attention of the whole school. For many years there was little attempt at teaching the Natural Sciences or any of the higher English branches, though the teachers employed were all graduates of Eastern schools of repute; but the ground was taken that such studies require more maturity of mind than is usually found in girls before the age of eighteen, and attention to them was discouraged.

It was the definite aim, to teach thoroughly the most important things; to awaken, if possible, a love of study, and to keep the pupil from superficially reciting in subjects beyond her comprehension. The difficulty of conducting a young ladies' school on these principles can only be understood by those who know the material which such schools usually contain in cities.

At that period, however, there were comparatively few in Cleveland, who made education a matter of pretense. The children, like their parents, were, for the most part, in earnest,—breathing in with the air of their native State, the spirit of buoyant life and enterprise,—purified and tempered by the high principles of rectitude and responsibility inherited from New England ancestry. It was before the days of great or sudden wealth in the Western cities.

Of later years there have been more among the pupils who were indifferent, or frivolous, as would naturally be the case in a changed state of society, though the system of discipline has not attracted such, and they have been a small minority. It can truly be said, that against the whole system, still so common, which sets girls of sixteen through the whole circle of Natural, Mental and Moral Sciences, this school has been a constant protest. It is needless to say, it has never been a money-making institution.

While in the grove, the assistants were Miss ANNA DWIGHT, of South Hadley, Mass., and Miss METCALF. In February, 1851, (Cleveland meanwhile having brought in her first railroad,) the building could remain no longer on its foundations; and, an opportunity occurring for the Principal to accept a situation at Willoughby, it was decided to give up the undertaking. At this juncture, three gentlemen whose children were pupils, Mr. W. D. BEATTIE, Mr. E. P. MORGAN, and Dr. E. CUSHING, stepped forward to provide it a local habitation. They purchased a small, brick dwelling house on the corner of Prospect and Huron Streets, removed the partitions from the upper story for the school-room, furnished it with desks and carpet, fitted the two lower apartments for recitation rooms, and thither, May 1st, 1851, the school of fifty was transferred—these gentlemen assuming the pecuniary responsibility. The principal teacher was paid five hundred dollars a year, which was then ample, though that salary has been for some years the lowest paid in the Academy. Miss E. COOK, of Homer, N. Y., now Mrs. Dr. READ, of Norwalk, was added to the corps of teachers, which also comprised, at first, Miss M. METCALF, and afterwards her sister, Miss EMILY. Both these ladies have since attained distinction as educators—Miss E. METCALF having for many years conducted a Young Ladies' School at Hudson, O. Neither French or Music was taught, but lessons in Writing, by a special teacher, were now first given, and



one course in Perspective Drawing. In this building the school was carried on for three years with an average attendance of sixty, and it is not too much to say, that, as its pupils were from the leading and most cultivated families of the rapidly growing city, its influence in directing the taste of the community to a thorough, rather than to a fashionable education, was decided. Many of its beloved members are now the centers of happy households, or are filling other useful and responsible places here and elsewhere, and look back with respect and affection to the little school-house on the corner. Many, too, have passed to another stage of being, leaving precious memories of beautiful lives behind them.

In May, 1854, the Cleveland Female Seminary, under the Presidency of Prof. SAMUEL ST. JOHN, now of New York, was opened on Kinsman Street, at present called Woodland Avenue. The Principal and most of the pupils of the School on Prospect Street went there, and the distinctive existence of "Miss Guilford's School," as it was called, was merged in the Seminary for a period of seven years, during five of which the Principal held a responsible position there. The Seminary, under the Presidency of Prof. S. N. SANFORD, and his accomplished wife, has been, for many years, doing thorough work in the education of young ladies.

It was November 23d, 1861, that the CLEVELAND ACADEMY, proper, under essentially its present organization, and under the same Principal, was opened in the small, brick building, where the school of which it was the outgrowth, had been located from May, 1851, to March, 1854. The first number was twenty, which soon increased to seventy, all the building could—not accommodate—but contain. The same principles which had marked the former school continued to stamp the latter. Reading, Spelling, Arithmetic and Latin were first. Examinations in elemen-

tary studies were required before others were taken. The Bible was a constant text-book, and direct religious instruction was frequently given. There was still no apparatus, and the public, free schools were rapidly taking the rank they now maintain, but the little Academy grew in interest and influence, relying solely for patronage on its results, and the plain common sense of the community—keeping its tuition at the lowest possible point, for the benefit of those of moderate means, yet actually numbering among its attendants many of the children of the wealthy.

In January, 1863, Miss JULIA S. HOPKINS became the Vice-Principal, and for eight years gave her remarkable attainments. Christian culture, and rare power as an educator to the school she loved. To her must be attributed much of what it may have accomplished in the line of solid education. During the year a number of boys were admitted, there being at this time, and for some years after, no good private school for boys in the city, and and in the absence of Miss HOPKINS for some months on account of illness, a gentleman, Mr. A. C. BACON, was, for a year, one of the associate teachers.

In the early part of 1865, the crowded condition of the building, and its destitution of all appliances for instruction, began to excite the attention of its patrons, and in May, a few gentlemen became so far interested in the project of providing a suitable building, as to meet for consultation. Mr. STILLMAN WITT, Mr. A. STONE, Jr., Mr. JOSEPH PERKINS, Gen. J. BARNETT, Mr. HENRY HARVEY, and Mr. GEO. WORTHINGTON were prominent in the movement. After some informal meetings, it was decided to purchase a lot, and erect a building, to be owned by a joint stock company and rented at a certain per cent. of the gross income to whoever should carry on the school. Mr. STILLMAN WITT undertook the task of obtaining subscriptions, and to his enthusiastic and generous spirit the success of the scheme was

mainly due. In two days the sum of sixteen thousand six hundred dollars was raised among those for the most part whose children had been pupils, and an Act of Incorporation under the name of the CLEVELAND ACADEMY was obtained June 23d, 1865.

The following list comprises the original stockholders :

STILLMAN WITT,

A. STONE, Jr.,	JAS. BARNETT,
JOSEPH PERKINS,	SAM'L H. KIMBALL,
HENRY HARVEY,	A. COBB,
S. CHAMBERLAIN,	T. R. SCOWDEN,
H. B. HURLBUT,	M. B. CLARK,
J. G. HUSSEY,	WM. BINGHAM,
T. P. HANDY,	SAM'L L. MATHER,
L. HALDEMAN,	WM. COLLINS,
LEVERETT ALCOTT,	A. EVERETT,
J. H. WADE,	A. B. STONE,
GEO. WORTHINGTON,	PHILO CHAMBERLAIN.

Of the first Board of Trustees, Mr. STILLMAN WITT was elected President and Treasurer, and Mr. JOSEPH PERKINS, Secretary. With the exception of a short interval, Mr. WITT held the office till his death in April, 1875. By residents of Cleveland, and by many others, the above gentlemen have been well known as conspicuous in public spirit, having, many of them, contributed in a very large degree to the highest welfare of the city.

A lot of sixty-eight feet front on Huron Street, near Euclid Avenue, was purchased for four thousand dollars, and by January, 1866, a plain, but substantial, brick building was erected, sixty feet long, by forty wide, and two and one-half stories in height.

On the 28th of January, 1866, ninety pupils assembled in the new building, which was, however, unfinished and uncomfortable, and though the numbers averaged in the next three years one hun-

dred and ten, the usefulness of the school was seriously curtailed by the discomforts of the house. The first attempt to heat it by a hot air furnace of novel construction was an entire failure. In October, 1866, an expensive steam-heating apparatus was introduced, which was scarcely more successful, and its defects were only partially remedied by numerous and costly repairs. They were not entirely so till eight years had passed, and nearly the whole apparatus was made over. It is probable this is not a solitary case of the kind, and it would not be mentioned but for the very important influence the circumstance exerted in the career of the Academy. The building had been wisely located, but the surroundings for some time were very far from inviting, and the patronage, chiefly for the cause above mentioned, declined. The tuition bills were sixty dollars a year, and this low price taken in connection with the heavy expense of the steam furnace, prevented the payment of any dividends to the stockholders for many years. The generous support of these gentlemen was undiminished, though the non-payment of dividends was the cause of a considerable transfer of stock, and ultimately of a precarious crisis in the history of the school.

From 1868 to 1872 the numbers averaged about ninety, one-third of whom were boys between the ages of 11 and 15. The teachers connected with the Institution varied little, and from 1866, all departments were represented in the corps. Mons. C. VAILLANT has, with few interruptions given instruction in French, till the present time, and Prof. KARL RUGER till his death in 1868 taught the Classics and German. The lady assistants were Miss HOPKINS, who held the post of Vice-Principal, Miss S. E. HOISINGTON, afterwards Mrs. STODDARD of Independence, Kansas, where she died, Miss L. PEABODY of Oxford, Ohio, Miss M. R. BARRON, now Mrs. M. RAWSON, and Miss K. KELLOGG of Cleveland. Special Teachers of Penmanship were still employed, and a Draw-

ing Department under the care of Miss L. L. Fox of the Cooper Institute, New York, was opened in 1866 and continued till 1874, when general drawing lessons as a part of the regular course were commenced and still continue. Of the present corps, Miss MARY E. INGERSOLL became connected with the school in 1868 and Miss SARAH L. ANDREWS in 1872. In September, 1868, the sum of two hundred and fifty dollars was expended for apparatus, and instruction in the Natural Sciences began to be made a speciality. Since then, one hundred dollars in addition have been applied to that purpose, but the present arrangements give the school the advantage of much of the valuable apparatus of Western Reserve College—two of the Professors of that College giving, during the current year, courses of Lectures in Physics and Chemistry respectively.

In August, 1871, the Academy suffered an irreparable loss in the death of Miss HOPKINS, who perished, together with her mother and sister, by the explosion of a steamboat on Chataqua Lake. This occurred during the absence of the Principal, Miss L. T. GUILFORD, in Europe, and the derangement of plans by this calamity was such that in September, 1872, the post of Principal was offered to Mr. E. H. VOTAW, who held it till April, 1874. This plan not being on the whole, satisfactory to the Stockholders and Mr. VOTAW desiring to enter the ministry, he withdrew from his connection and the former Principal resumed her duties. During this period a Primary Department was, for the first time, organized and went into successful operation under the care of Miss F. A. FULLER, a former graduate. The price of tuition was also raised from \$60.00 to \$80.00 per year, and the pupils were arranged in regular classes, in a formal manner. The three higher are named Preparatory, Junior, and Academic.

In 1874, important changes took place in the Board of Stockholders. Two of the original members had died, many of the re-



mainder had transferred their stock to other parties, and it seemed, for a time, doubtful whether the property could be retained for school purposes, but means were taken to consolidate the ownership, and experience has shown that course to be advantageous to the best interests of the Institution. In the autumn of that year the building, furniture, and heating apparatus were put in complete order, and the whole made thoroughly comfortable and inviting. The Institution is now on a solid basis and in good condition.

The present Board of Trustees are as follows :

JOSEPH PERKINS, Esq., President,  
 T. P. HANDY, Esq.,  
 W. S. C. OTIS, Esq.,  
 Dr. H. K. CUSHING,  
 Miss L. T. GUILFORD, Secretary and Treasurer.

The estimated value of the building and grounds is twenty-five thousand dollars. In the year 1874-5 the enrolled members were one hundred and twenty-eight.

Academic Department,	-	-	-	-	24	
Junior	"	-	-	-	33	
Preparatory	"	-	-	-	40	
Primary	"	-	-	-	31	

The greater part of the boys in attendance were withdrawn during the year, as a Boys' School, on an extensive scale, had been opened in the city.

The regular corps of Teachers is eight, in addition to which are the Special Lecturers in Physiology, Natural History, Physics, and Chemistry.

The first class of three graduated in 1867, and the whole number has not exceeded twenty-four. No special efforts have been made to crowd pupils through the course, on the other hand, the

whole policy of the Institution has been to prevent their taking the last studies in it till the age of nineteen or twenty. Such a way of proceeding does not multiply graduates.

Much of the work is still, as it has been, like building under water—laying foundations just as broad and deep as was possible—as the most enlightened sense of the community would justify. By its results, which can only be known, when the discipline of life has tested the value of its training, can the CLEVELAND ACADEMY, like other educational institutions be judged. If it has only, in some minds, set the Bible as a means of intellectual discipline in its rightful place, or taught even a few that to learn well the common things, is the only real means of high intellectual culture, its unpretending course of twenty-six years—struggling through vicissitudes to one constant end—will not have been in vain.

## COURSE OF STUDY.

### PRIMARY DEPARTMENT.

Reading, Spelling, Mental Arithmetic, Written Arithmetic to Fractions, Geography, Composition, Declamation, Drawing, Vocal Music, First Lessons in Bible.

### PREPARATORY DEPARTMENT.

#### FIRST YEAR.

##### FIRST TERM.

Arithmetic Mental and Written,  
Hart's Lessons in Grammar,  
Geography.

##### SECOND TERM.

Arithmetical Analysis,  
Lessons in Composition,  
Geography.

#### SECOND YEAR.

##### FIRST TERM.

Arithmetic,  
United States History,  
English Grammar,  
Latin Grammar.

##### SECOND TERM.

Arithmetic,  
United States History,  
English Grammar,  
Latin Grammar.

## JUNIOR DEPARTMENT.

## FIRST YEAR.

## FIRST TERM.

Arithmetic,  
Physical Geography,  
Latin Reader.

## SECOND TERM.

Arithmetic,  
English Analysis,  
Latin Reader

## SECOND YEAR.

## FIRST TERM.

Higher Arithmetic,  
Physiology,  
Cæsar.

## SECOND TERM.

Higher Arithmetic,  
Natural History,  
Sallust.

## ACADEMIC DEPARTMENT.

## FIRST YEAR.

## FIRST TERM.

Algebra,  
Review of History of United States,  
Higher English Analysis,  
Cicero.

## SECOND TERM.

Algebra,  
History of England,  
Botany,  
Virgil.

## SECOND YEAR.

## FIRST TERM.

Ancient History,  
Natural Philosophy,  
Geometry,  
Livy,  
French.

## SECOND TERM.

Modern History,  
Chemistry,  
Rhetoric,  
Horace,  
French.

## SENIOR YEAR.

German,  
Astronomy,  
Mental Philosophy,  
English Literature.

German,  
Moral Science,  
Butler,  
Primary Reviews.





# Cleveland Female Seminary.

CLEVELAND, OHIO.

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## HISTORICAL SKETCH,

Prepared for the Centennial Exposition of 1876.

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By S. N. SANFORD.

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CLEVELAND FEMALE SEMINARY, located at Cleveland, Ohio, was organized as a school for the higher education of girls, in 1853, and incorporated under this name, by which name and designation alone it has been and still is known, though in 1873 it was re-incorporated by the name of "Cleveland Seminary for Girls."

*Its location*, on the south side of Woodland avenue, two miles southeast from Monument Square and the Custom House, in the city of Cleveland, is exceedingly convenient and desirable, being eminently accessible,\* and still sufficiently remote from the noise and confusion of business to be as favorable for study as if located in a small town, instead of being as it is in a large city and important railroad centre.

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\* This could not have been said of its location during the earlier years of its history. Then it was approached by two miles of deep mud road, in an omnibus running four times a day, while now, and for several years past, it is approached by a well-paved street, and street cars running on two and a half minutes' time, and this pavement and these cars extend their accommodation miles beyond the Seminary.

*Its origin* is due to leading citizens of Cleveland, who desired for their daughters and others who might present themselves, a higher grade of educational facilities than were accessible to them. These gentlemen formed a joint stock company, and by the sale of stock obtained the funds with which to procure the site, and erect and furnish the buildings. The site selected for the Seminary was a beautiful lot of some six acres on Kinsman street, now Woodland avenue, with a frontage of about two hundred and fifty feet, and a depth of about one thousand feet, a pleasant grove of oaks and chestnuts, a cultivated lawn in front, a wild and wooded dell, springs and water courses in the rear.

The company so organized became incorporated, and elected as directors the following gentlemen, who by annual re-election retained the position, and faithfully discharged its duties during the time set opposite their respective names:

JOSEPH PERKINS, Esq., <i>President</i> ,	-	from 1853 to 1863
JAMES M. HOYT, Esq., <i>Secretary</i> ,	- -	" 1853 " 1863
STILLMAN WITT, Esq., <i>Treasurer</i> ,	- -	" 1853 " 1863
HON. H. V. WILSON,	- - - -	" 1853 " 1863
LEONARD CASE, JR., Esq.,	- - -	" 1853 " 1863
HORACE P. WEDDELL, Esq.,	- - -	" 1853 " 1863
OLIVER H. PERRY, Esq.,	- - -	" 1853 " 1863
TRUMAN P. HANDY, Esq.,	- - -	" 1853 " 1863
W. D. BEATTIE, Esq.,	- - - -	" 1853 " 1861

Of these gentlemen several, and notably the first three named, gave much of their valuable time and service to the enterprise; and one of them, the late lamented Stillman Witt, Esq., as chairman of the Building Committee, superintended in person the erection of the main edifice, the laying out and improving of the grounds, putting up the heating apparatus, and the water works, by which an abundant supply of pure spring water was raised to the attic, and thence distributed where needed, throughout the buildings and grounds.

*The main edifice*, substantially built of stone and brick, was *one hundred and sixty-six* feet long, seventy feet in extreme width, and three stories high above the basement. Wings of wood have since



been added. The basement is devoted to music rooms, dining room, kitchen, store rooms, servants' rooms, steam heating apparatus, fuel, laundry, et cetera.

On the first floor above the basement are located the office, family apartments, parlors, session room, recitation rooms, studio, laboratory, cabinet and library.

The second and third floors above the basement are chiefly devoted to private parlors and lodging rooms for teachers and pupils. The gymnasium and assembly room is also on the second floor.

The edifice was completed and furnished, and opened for the reception of both Day and Boarding Pupils, on Wednesday, the 3d day of May, A. D., 1854, under the following able

#### BOARD OF INSTRUCTION:

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SAMUEL ST. JOHN, L.L.D.,	<i>Principal,</i>
	Professor of Natural Philosophy, Chemistry and Geology.
REV. E. N. SAWTELL, A.M.,	<i>Chaplain,</i>
	Professor of Mental and Moral Philosophy.
PROF. JARED P. KIRTLAND, M.D.,	
	Natural History.
PROF. J. LANG CASSELS, M.D.,	
	Botany and Vegetable Philosophy.
PROF. JACOB J. DELAMATER, M.D.,	
	Physiology and Laws of Health.
PROF. JEHU BRAINARD, A.M.,	
	Perspective Drawing.
PROF. KARL RUGER, A.M.,	
	Latin, German and Italian.
PROF. C. VAILLANT, B. ES L.,	
	French Language and Literature.
MISS LINDA T. GUILFORD,	
	Rhetoric and English Literature.
MISS MARY E. BASTOW,	
	English Branches.
MISS MARY KIRTLAND,	
	History.
MISS EMILY C. DUTTON,	
	Mathematics.
MISS LOUISA MCALLISTER,	
	Crayon Drawing and Painting.
PROF. J. REED ADAMS,	
	Vocal and Instrumental Music.
MISS CLARA STONE,	
	Instrumental and Vocal Music.
EDWIN D. BABBITT,	
	Penmanship.

PROF. SAMUEL ST. JOHN, the first Principal, retained his position until February 1st, 1858, at which time PROF. S. N. SANFORD succeeded him, and has remained at the head of the institution, without interruption, to the present time—*eighteen years*. During the latter part of PROF. ST. JOHN's administration, his connection with the institution was but nominal, by reason of his absence in Europe and his call to the chair of chemistry in the "College of Physicians and Surgeons" of New York, which he accepted, and still ably fills; and Miss LINDA T. GUILFORD, who had achieved a reputation, and acquired much experience as a teacher in Cleveland before the Seminary was opened, and from the first had filled a leading position in the Seminary, became in fact, though not in name, Principal of the school; and on the accession of PROF. SANFORD, she was retained as First Assistant. This position she most ably filled till June, 1860, and after a year or two in Europe she resumed her early work in a private school of her own—CLEVELAND ACADEMY—which work she still continues with her wonted zeal and success.

One other member of the first Board of Instruction deserves special attention—MONSIEUR VAILLANT, the accomplished gentleman and successful teacher of the language and literature of his native France, is still doing his accustomed work in the recitation rooms of the Seminary, with faithfulness and energy; a work which he has continued with few and short interruptions, since 1854—*twenty-two years*.

The early history of this institution, as is often, if not generally, the case, was not that of financial success. The trustees aimed to secure, and did provide, advantages of the highest order in all departments, and accommodations of unusual excellence; trusting that the income from board and tuition bills would cover expenses. In this they were disappointed. Although the school was well attended, the expenses, year by year, exceeded the income; a steadily increasing floating debt began to tell upon the patronage, and when, in the fourth year of its history, PROF. and MRS. SANFORD were called to take charge of the institution, this very difficult problem was presented to them for solution:—How, without lowering, by a line, the scale of advantages, or the quality of accommodations, to pay all current expenses from current

income, allowing no increase of debt, paying interest on a large and widely scattered floating debt, and paying or pacifying creditors. They were enabled, besides making many needed improvements, to solve the problem in all respects except in paying off the old debt and pacifying creditors. At length, after five and a-half years of most faithful effort in this direction, the Principal and Directors became satisfied that the original plan for conducting the seminary, on a *union basis*, must be abandoned; and that the original design, that of securing the best possible school for girls, could be more nearly reached than otherwise, by placing the Institution wholly in the hands of one man, to conduct it as he might see fit, and at his own cost and risk, and if successful, to his own advantage. Accordingly they urged PROF. SANFORD to purchase and assume entire control of the property. This he at length, in November 1863, consented to do, and associated with him in the purchase MR. LEVI BUTTLES, a valued friend and co-worker in the Seminary. Hitherto the Institution had been under the control of, and its teachers chosen by, a Board of Directors elected annually without regard to church connection or religious belief, and had applied alike to all for patronage. Now, while all were alike welcome as before, and all classes continued to patronize the school for its merits, appeals for patronage were made especially to the Protestant Episcopal Church, to which the new proprietors belong. The school now ceased to be an incorporation, and was managed as an individual enterprise. GOULD'S Low-Pressure Steam Heating Apparatus was introduced at large expense, accommodations for Boarding pupils were increased by about one-fourth, and other important improvements were made in its accommodations, as also in its course of study; and the Institution, thus improved, and freed from debt, entered at once upon a career of enlarged usefulness, and fullest success. This has continued with no other interruption or abatement than that which has attended every department of human enterprise and industry, in the financial depression now prevailing throughout the country. At the time when the above change in ownership was made, REV. WM. C. FRENCH was added to the Faculty, as Chaplain and Professor of Christian Ethics and Sacred History. No other change was then made in the Faculty.

The institution was re-incorporated on the 12th of May, A. D., 1871, under the general laws of Ohio for the incorporation of Colleges and Seminaries of Learning, under the modest corporate name of "*Cleveland Seminary for Girls*," with all the rights and privileges of any College in the State, including that of conferring degrees,—a privilege which, however, it has never exercised, and does not propose to exercise.

*Euclid Avenue Branch.*—For the better accommodation of many who would be patrons of the Seminary, the new proprietors established and sustained from November 11th, 1868, to June 18th, 1874, a Day Department on Euclid avenue, a little East of Perry street, which became well and widely known as "*Euclid Avenue Branch*." A lot, 75x200 feet, was purchased, (228 Euclid Avenue, South Side) and a very convenient and suitable building for the purpose intended, was erected and furnished, at a cost of about \$20,000, and for several years served a most valuable purpose. The course of study in the Primary Department was identical with that of the Seminary, as was that of the academic course to the close of the second year, beyond which it did not extend. During the first three years Miss MARY E. SEYMOUR was the *Teacher in Charge*, a position which she ably filled. When she was recalled to fill a more important position at the Seminary, she was succeeded by Miss JULIA E. BLAKELEY, who discharged efficiently and well the duties of the position until it was deemed expedient, chiefly on account of the impaired health of the President, to discontinue this Branch day department. The number of pupils who received instruction in the Branch, during its existence was as follows :

First year, 1868-9—73. 2d year, 1869-70—94. 3d year, 1870-1—59. 4th year, 1871-2—55. 5th year, 1872-3—73. 6th year, 1873-4—40. Total, 394.

As has been said above, it was the purpose of the founders, as it has ever been and still is of those who have the immediate charge of the institution, to give to its pupils the best facilities for

acquiring a thorough, systematic, education in all the various departments in which girls are instructed in the best schools provided for them. But this is not all. It is made a matter of no less importance, to surround them, while in school, with influences best suited to cultivate, refine and elevate, their tastes, their habits, their minds and hearts. To this end the Institution at its opening was, and has since been kept, thoroughly equipped. The accommodations, ample in extent, are pleasing, attractive, and thoroughly comfortable. The rooms are nicely carpeted and furnished, quiet, private, and home-like; warmed by steam, under easy control of the occupant. No more than two occupy one room, and four can have exclusive use of three rooms if desired. Ample and well furnished public parlors, a library, not large but carefully selected, ten pianos, an organ, and three teachers of Music, each unsurpassed in his special department; a studio well supplied with models, casts, and paintings, and first class instructors in Drawing and Painting, and an extensive assortment of apparatus for illustration in the different departments of natural science, are among the means provided for the improvement of the pupils.

*The plan* of the institution embraced, from the outset, *the Family*, consisting of the Boarding Pupils and most of the Teachers, and *the School*, comprising both Day and Boarding Pupils. It was and is, its aim to exercise over its pupils that constant parental care in regard to health, morals and manners, which the young, and especially girls and young ladies, require; and by thorough instruction in each department of learning to secure a substantial, symmetrical education, fully equivalent to, though not identical with, that provided for young men in the best institutions in the country. To carry out the plan of the Institution, and afford the best advantages in each department, requires a large *Faculty, or Board of Instruction*, very large for the number of pupils, which it is intended shall never exceed one hundred. The following *Curriculum* of the *Academic Department* exhibits, in a concise form, the present course of study for all regular pupils who have already completed the Preparatory Course :



# **ACADEMIC DEPARTMENT.** **CURRICULUM.**

DEPARTMENTS OF STUDY.	FIRST YEAR.		SECOND YEAR.		THIRD YEAR.		FOURTH YEAR.	
	FIRST TERM.	SECOND TERM.	FIRST TERM.	SECOND TERM.	FIRST TERM.	SECOND TERM.	FIRST TERM.	SECOND TERM.
MATHEMATICS	Arithmetic, to Ratio.	Arithmetic, finished.	Algebra, to Roots and Powers.	Algebra, finished.	Geometry, plain.	Geometry, spherical. Trigonometry.	Book-Keeping.	
HISTORY.	United States History. <i>Mythology.</i>	English History	Roman History with Geography.	Grecian History.			Universal History.	Constitutional Law.
BELE LET- TRES.	English Grammar. Composition.	English Grammar. Composition.	Analysis, verbal. Composition.	Analysis, grammatical. Synonyms. Composition.	Rhetoric. Criticism. Composition.	English Literature. Composition.	Composition.	Logic. Composition.
NATURAL HIS- TORY.			Anatomy. Physiology.	Zoology.		Botany.		
PHYSICAL SCI- ENCE.			Unanography.	Physical Geog- raphy.	Natural Philoso- phy.	Inorganic Chemistry. Organic Chemistry.	Geology.	Astronomy.
PHILOSOPHY.							Mental Philoso- phy.	Moral Philoso- phy.
LANGUAGES.	Latin Grammar <i>French.</i>	Latin Reader. <i>French.</i>	Cesar. <i>French. German.</i>	Virgil. <i>French. German.</i>	Cicero. <i>French. German.</i>	Horace. <i>French. German.</i>	<i>Italian.</i>	<i>Italian.</i>
CHRISTIAN SCIENCE.	Sacred Geogra- phy. Catechism.	Old Testament History.	Gospels.	The Arts. Jewish Antiquities.	Ecclesiastical History.	Christian Ethics.	Evidences of Christianity. Life of St. Paul.	Butler's Analogy.
PHYSICAL CUL- TURE.	Hygiene. Lewis' New Gymnastics.	Gymnastics.	Hygiene. Gymnastics.	Gymnastics.	Hygiene. Gymnastics.	Gymnastics.	Gymnastics.	Gymnastics.
FINE ARTS.	Pencil Drawing. <i>Music.</i>	Crayon. <i>Music.</i>	Perspective. <i>Music.</i>	Sketching from Nature. <i>Music.</i>	Oil Painting. <i>Music.</i>	Oil Painting. <i>Music.</i>	Oil Painting. <i>Music.</i>	Music.

*Studies in Italics are optional.*

While pursuing the foregoing Course of Study, which must be thoroughly mastered by every young lady who would graduate, and her thoroughness tested by a rigid *written examination* in each study, a large part of the pupils receive careful instruction in one or more of the following branches of study not embraced in the regular or required course: Music—Vocal and Instrumental, including Guitar, Violin, Piano and Organ; Modern Languages—French, German and Italian; Drawing, Pencil and Crayon, and Painting in Oil and in Water Colors.

The Institution has no endowment or income of any kind, other than the receipts from board and tuition of its pupils. It has always been its aim to afford to pupils the best practicable advantages, at the lowest price compatible with the superior excellence at which it aims.

The terms have changed somewhat from time to time, but in the main have remained nearly the same as now.

The following table exhibits the rates of charge at the opening of the school in 1854, and at the present time:

#### CHARGES PER YEAR.

	1854.	1874.
Board, including use of room, furnished, warmed and lighted; constant parental care and oversight, with tuition in any of the English or classical studies, per year of forty weeks, -	\$250	\$350
Tuition alone, - - - - -	40	48
Instruction in Music—Vocal, Guitar, Piano or Organ, - - - - -	48	80
Instruction in Modern Languages, French, German or Italian, - - - - -	20	40
Instruction in Drawing, Pencil or Crayon; Painting, Oil or Water Colors, - - - - -	24	50

*The work accomplished* by the Institution is such as cannot well be recorded here. The record of earnest, faithful, pains-taking labor performed by conscientious Christian teachers, here as elsewhere, is written on high; while the sweetly controlling influ-

ences of such a school, in which mind and heart are alike carefully moulded, in which by day and by night, at all times, the gentle pressure is brought to bear, are long felt in the minds and hearts so moulded, and, in ever widening circles, around the homes and hearth stones and social circles, which those so trained adorn.

Special interest has here ever been felt in, and special pains are taken with, those pupils who desire to fit themselves for usefulness as Christian teachers, and the Institution has usually found its best teachers among its own graduates. Conspicuous among these may be mentioned Miss MARY E. SEYMOUR and Miss JENNIE R. MOODY. The former entered this Institution as a pupil September, 1855, was graduated June, 1857, became one of its teachers September, 1861; the latter entered as a pupil October, 1861, was graduated June, 1864; and became one of its teachers September, 1864; and both have continued their connection with the School, with no material interruption to this day. Both have been towers of strength to the Institution, during all these years, and have made their mark not only on the Institution, but on hundreds of those who have here been brought within the sphere of their influence.

It has never been the aim of this school to graduate large classes, but rather to discourage and disallow *graduating*, if it must be attained, if at all, at the risk of health, or with the lack of thorough honest work in any department. Consequently, greatly to its credit, the percentage of its graduates is small; only one in thirty-two of its pupils having received its honors.

The great obstacle in the way of highest success of such an Institution, educationally considered, is found in the limited period during which most girls remain under its moulding influences. The fascinations of society, impatience of restraint, and sometimes indolence or the mortification which it at length brings; these on the part of the daughter, or the too careful counting of the cost on the part of the parent, too often serve to deprive the pupil of the benefit, and the teacher of the satisfaction, which a longer stay in school would be sure to bring.

The whole number of pupils enrolled during the successive years of its history, their average age and the number of graduates

each year, with the sources from which the patronage has been derived will appear from the following table :

Year Ending June.	Board- ing.	Day.	Total	Gradu- ates.	Cleve- land.	Ohio.	N. Y.	Pa.	Mich.	Ind.	Ills.	Other States.
1854..	14	86	100	.	87	8	3	.	..	..	..	2
1855..	42	145	187	6	136	31	6	3	..	3	2	6
1856..	22	97	119	3	82	25	6	1	..	1	1	3
1857..	71	73	144	3	84	44	2	3	2	9	2	2
1858..	47	56	103	3	58	29	3	1	..	3	7	2
1859..	57	21	78	2	28	23	6	4	1	1	2	13
1860..	48	33	81	2	48	20	3	7	1	..	1	1
1861..	59	50	109	2	54	23	3	8	9	5	1	6
1862..	51	57	108	2	60	19	3	3	17	4	1	1
1863..	47	56	103	6	54	21	4	6	7	6	3	2
1864..	41	44	85	2	45	23	4	2	1	7	1	2
1865..	79	60	139	3	76	33	3	9	1	3	3	11
1866..	100	79	179	6	92	47	2	11	7	4	9	7
1867..	97	58	155	5	65	51	1	7	10	3	8	10
1868..	76	33	109	2	48	35	4	5	6	1	4	6
*1869..	60	115	175	2	108	37	4	6	1	1	8	10
*1870..	58	127	185	5	130	27	.	10	4	5	3	6
*1871..	61	99	160	4	101	32	4	7	6	3	2	5
*1872..	76	100	176	9	102	38	4	10	3	..	3	16
*1873..	68	121	189	5	103	43	5	3	3	1	3	28
*1874..	70	95	165	5	95	39	1	9	2	2	4	13
1875..	38	51	89	9	53	19	.	3	4	2	1	7
1876..	42	51	93	2	58	20	1	1	1	1	2	9

\* For the years 1860, 1870, 1871, 1872, 1873 and 1874 the pupils of "Euclid Avenue Branch" are included in the numbers here reported.

*The present Officers and Teachers* of the Institution are as follows :

#### VISITOR :

THE RIGHT REV. G. T. BEDELL, D.D.

Bishop BEDELL accepted this position May 24th, 1873, at the request of the President, and still retains the visitorial supervision of its religious teaching.

#### BOARD OF TRUSTEES :

S. N. SANFORD, Esq., President.  
 L. BUTTLES, Esq., Secretary and Treasurer.  
 WM. J. BOARDMAN, Esq.,  
 A. C. ARMSTRONG, Esq.,  
 E. C. PALMER, Esq.,

The Trustees are elected by the Stockholders, annually, on the first Monday in June, and hold their office until their successors are elected.

## PRESENT FACULTY :

S. N. SANFORD, A.M., *President*,  
Trigonometry, Constitutional Law and Political Economy.

LEVI BUTTLES, A.M., *Actuary*,  
Book-Keeping.

REV. FRANK M. HALL, A.M., *Chaplain*,  
Christian Ethics and Sacred History.

MISS MARY E. SEYMOUR, *Lady Principal*,  
Belles Lettres.

MISS J. R. MOODY,  
Natural Sciences.

MISS MARY E. HUGHES,  
Latin, History and Geometry.

MISS H. B. GARRETSON,  
Natural Sciences, Algebra and English Composition.

MISS LUCY SANFORD,  
English Branches and Gymnastics.

PROF. JOHN UNDERNER,  
Organ and Vocal Culture.

PROF. WILLIAM HEYDLER,  
Piano.

MISS MARIA S. WRIGHT,  
Piano.

PROF. C. VAILLANT,  
French Language and Literature.

REV. PROF. J. W. C. DUERR,  
German Language and Literature.

MISS AHLERS,  
Drawing—Pencil and Crayon.

MRS. J. G. CROCKER,  
Oil Paintings and Water Colors.

PROF. A. J. WAY,  
Guitar.

PROF. CHAS. S. C. STERK,  
Italian.

The Teachers are chosen annually by the President, though nearly all of the present corps have, for their rare merits, been retained therein, through periods varying from five to fifteen years.



## CLERMONT ACADEMY.

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This Institution is located at the village of Clermontville, Clermont County, Ohio, on the Ohio River, twenty miles above Cincinnati.

It was originated in the year 1839, by Rev. Daniel Parker and his wife as a family school, to be conducted by their eldest son, James K. Parker, for the education of five younger brothers and one sister. Other pupils, however, were admitted to aid in defraying expenses.

For several years the school was accommodated in a single room, twenty by forty feet in size, but increasing patronage in time demanded greater facilities, and rendered a permanent establishment desirable and practicable.

The school building has been twice enlarged, and auxiliary buildings erected, until now there are three rooms for the school, and eleven for self boarding, and a commodious boarding house, conducted by the Principal.

A moderate library and apparatus have been gradually acquired. Larger and better buildings and other facilities are still much needed.

In the years 1866-7, an effort was made to erect a larger building, but the financial pressure which ensued arrested the work.

Up to the present date, for thirty-seven years, the school has been conducted as an individual enterprise by the same Principal who began it, assisted by his wife, son, and daughters, with occasionally other teachers.

The patronage for the first fifteen or twenty years varied from thirty to sixty students ; in later years, from fifty to eighty.

A liberal course of academic studies was adopted some fifteen years ago, and last year revised and enlarged. See accompanying circular.

Earnest and constant attention has been given to moral and religious, as well as scholastic instruction, and hundreds of well qualified young men and women have been sent forth to do good service for their fellow men, not only in the ordinary avocations of life, but also in the learned professions—especially that of teaching—in public offices, on the judicial bench, and in halls of legislation.

One peculiarity of this school, which, perhaps, ought not to be overlooked in this historical sketch, is, that colored pupils have always been admitted to its privileges on equal terms with the white. This feature being a rare one in Southern Ohio, on the border between slavery and freedom, where prejudice against color prevailed, was, for many years, the cause of unpopularity and even odium; but an unswerving adherence to the principle, for conscience sake, has in a measure overcome prejudice, and established for the school a solid reputation.

In order to secure greater efficiency and permanency, an incorporation has, within the past year, been effected, and efforts are being made to procure larger grounds and erect new and better buildings.

The Principal and his family are members of the Baptist Church, and the new Academy will be put in charge of the Trustees belonging to that denomination, but the articles of incorporation provide that the privileges of the school shall be forever accessible to all, without distinction of age, sex, sect, or race.

# CIRCULAR OF CLERMONT ACADEMY.

## REQUISITES FOR ADMISSION.

Ability to read understandingly, and write legibly ; the possession of good moral habits; and sufficient age not to require personal care.

## COURSES OF STUDY.

### PREPARATORY.

Arithmetic, Geography, and English Grammar.

### ACADEMIC—FIRST YEAR.

*Fall Term*—Latin Grammar and Reader, Algebra, Elementary Rhetoric.

*Winter Term*—Latin continued, Algebra, English Analysis.

*Spring Term*—Latin continued, Algebra, Botany.

### SECOND YEAR.

*Fall Term*—Latin (Cæsar), Geometry, U. S. History.

*Winter Term*—Latin (Cæsar), Geometry, English History.

*Spring Term*—Latin (Cicero), Trigonometry, Physical Geography.

### THIRD YEAR.

*Fall Term*—Natural Philosophy, Latin (Virgil), Geology.

*Winter Term*—Natural Philosophy, Chemistry, Physiology.

*Spring Term*—Astronomy, Ancient History, Zoology.

#### FOURTH YEAR.

*Fall Term*—Mental Philosophy, Rhetoric, Science of Government.

*Winter Term*—Moral Philosophy, Book-keeping, Political Economy.

*Spring Term*—Logic, History of English Literature, Evidences of Christianity.

#### COLLEGIATE PREPARATORY.

##### FIRST YEAR.

Same as first year of Academic course.

##### SECOND YEAR.

*Fall Term*—Latin (Cæsar), Greek, Natural Philosophy.

*Winter Term*—Latin (Cæsar), Greek, Natural Philosophy.

*Spring Term*—Latin (Cicero), Greek, Roman History.

##### THIRD YEAR.

*Fall Term*—Latin (Virgil), Greek, Algebra.

*Winter Term*—Latin, Greek, Algebra.

*Spring Term*—Latin, Greek, Grecian History.

#### GENERAL EXERCISES.

Bible lessons, Singing, Spelling, Reading, Penmanship, Composition, and Declamation, attended to by all throughout the course.

Irregular students may recite in the regular classes, when they are prepared to maintain good standing therein.

#### TERMS AND VACATIONS.

The school year consists of three terms of twelve weeks each, commencing as follows: First Monday in

October ; First Monday in January ; First Monday in April.

Winter and Spring vacations, one week each ; Summer vacation, fourteen weeks.

#### EXPENSES.

Tuition, per term,.....	\$10 00
Tuition, less than a term, per week,.....	1 00
Tuition in Music, on Piano, Organ, or Guitar,.....	12 00
Tuition in Vocal Music, 24 lessons,.....	2 00
Use of Instrument, from.....	2 00 to 2 50
Boarding (not including fires and lights in bed-rooms), per week,.....	4 00
Room-rent, for self-boarding, per term, for each occupant,.....	2 00 to 3 00

#### PAYMENTS.

For Tuition, per term, in advance.

For Music, half in advance, and half in the middle of the term.

For Boarding, weekly or monthly in advance.

For Books or Stationery, strictly cash, at Cincinnati prices.

Interest at 10 per cent. per annum will be charged on neglected bills.

#### FACILITIES.

Ample Instruction, good Apparatus, and a flourishing Lyceum with a good Library.

#### LOCATION.

The Academy is situated at Clermontville on the New Richmond and Bethel Turnpike, near the Ohio River, twenty miles above Cincinnati, and two and a half miles above New Richmond, with healthful and moral surroundings. Post-office address, Clermontville, Clermont County, Ohio.



## GENERAL REMARKS.

This institution is open to both sexes.

Good moral deportment and strict attention to duty are required of all.

All are required to attend the daily religious exercises of the School ; also, Bible class on the Sabbath, and public worship whenever practicable. All are requested not to travel to or from the School on the Sabbath day.

None need apply for admission who are unwilling to yield a strict and cheerful obedience to all wholesome regulations.

To secure good results, students should enter at the opening of the term, and attend punctually.

Boarders are each required to furnish one pair of sheets, one pair pillow-slips, towels, combs, brushes, &c., all distinctly marked.

For further particulars address the undersigned,

**J. K. PARKER, Principal.**

Mrs. S. P. B. PARKER, First Assistant.

Miss HASSIE PARKER, Teacher of Music and Drawing.





# CINCINNATI WESLEYAN COLLEGE,

CINCINNATI, O.

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## ORIGIN, ORGANIZATION, ETC.

At a special meeting of the preachers of Cincinnati, O., held in the office of the editor of the *Western Christian Advocate*, May 4, 1842, the following persons were present:

REV. L. L. HAMLINE, D. D.,	REV. ADAM MILLER,
“ CHARLES ELLIOTT, D. D.,	“ WILLIAM NAST,
“ JAMES L. GROVER,	“ THOMAS HARRISON,
“ GEORGE C. CRUM,	“ LEROY SWORMSTEDT,
“ WILLIAM H. LAWDER,	“ JAMES P. KILBRETH.
“ WILLIAM HERR,	

The object of the meeting was explained by Rev. Dr. C. Elliott; namely, to consult on the expediency of taking measures to establish, in this city, a female institute of the highest possible grade. The following resolution was presented and adopted:

*Resolved*, “That in the opinion of this meeting it is deemed advisable to call a public meeting to consider the practicability of establishing in Cincinnati a female collegiate institute.”

Pursuant to public notice given, a meeting was held in Wesley Methodist Episcopal Chapel, on Fifth Street, between Main and Sycamore, May 20, 1842. A board of trustees was organized, and arrangements made to procure suitable college buildings, and to employ teachers. At a subsequent meeting, the Rev. Perlee B. Wilber and wife were employed to take the supervision of the institute. The first session commenced on the first Monday in September, 1842, in a rented

building on the north side of Ninth Street, between Main and Walnut.

Nineteen scholars were enrolled; but the numbers increased so rapidly that it was soon evident more ample accommodations must be provided. Therefore the spacious residence of John Reeves, Esq., on Seventh Street, between Walnut and Vine, was leased for the term of five years; a convenient school building was erected on the pleasant grounds, and occupied in December, 1842.

The same year an Act of Incorporation was procured from the Legislature of Ohio, under the title of the "Methodist Female Collegiate Institute."

In the year 1846, it was determined to establish the Institute on a firm basis, to procure a more eligible site, and erect new and commodious buildings. Accordingly, a new Act of Incorporation was obtained, and the name of the Institute changed to Wesleyan Female College. The elegant mansion of Henry Starr, Esq., on Vine, between Sixth and Seventh Streets, was purchased for a boarding-house, and in the rear of the same a college erected, which was then unsurpassed by any similar edifice in the country.

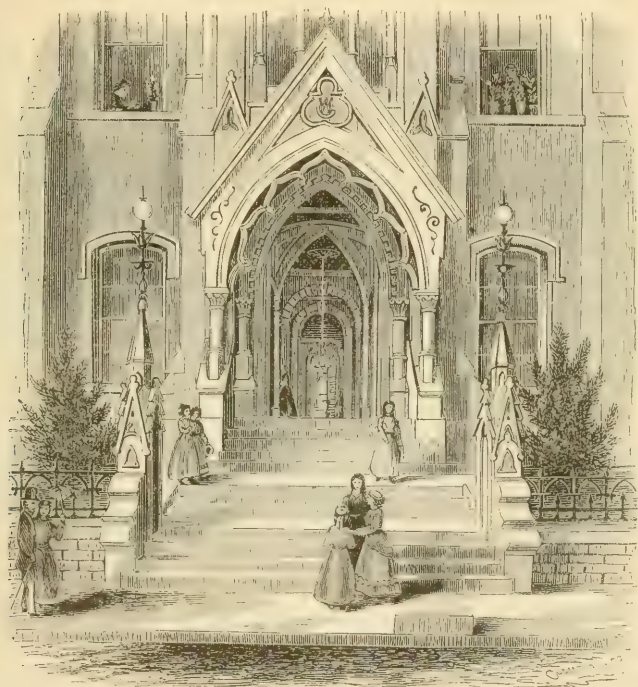
In 1866 the trustees decided to erect a larger and more modern building, and the school was suspended to await its completion. The work of constructing the new edifice on Wesley Avenue was commenced, and the corner-stone laid, with appropriate ceremonies, on the 26th of September, 1867. The building was dedicated to the cause of education, in its broadest and fullest sense, on the 28th of September, 1868. In 1869, by an Act of the Legislature of Ohio, the name was changed to Cincinnati Wesleyan College.

#### GROUNDS AND BUILDINGS.

The grounds are two hundred and eighty-seven feet front on Wesley Avenue, by one hundred and fifteen feet deep. The main building has a frontage of one hundred and seventy-two by sixty feet deep; and in the rear of the center is a wing forty feet wide by thirty feet deep, making the



entire depth ninety feet. There are four stories, with a total height of sixty-four feet, exclusive of basement and Mansard; the tower extending fifty feet above the main roof, the extreme height one hundred and fourteen feet above the foundation—or about one hundred and thirty-five feet above



MAIN ENTRANCE.

the street. The structure is of brick, with heavy stone finish, and the design a combination of the Gothic and Corinthian styles, giving to the whole an imposing appearance. The steel engraving preceding this sketch affords a correct view of this beautiful edifice, as a whole, and the above representation of the main entrance shows somewhat in detail the architectural style.

There are two arched entrances from the front, opening

into halls twelve feet wide, and the halls on the several floors, and the two principal stairways, are on the same ample scale. There are eighty-seven rooms, all of which are well lighted and ventilated, arranged and finished with special reference to the health and comfort of the pupils. School-rooms for a full corps of teachers are large, high, and light, and specially so planned that during the hours of recitation the surroundings of the pupils may be pleasant and cheerful. (See page 12.)

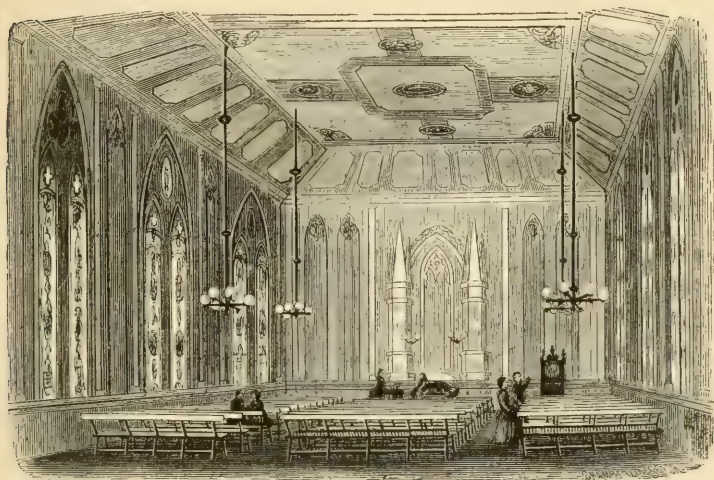
The chapel is fifty-six feet square by thirty-five feet high. The walls, arches, and ceiling are handsomely frescoed, and the twelve large Gothic windows are of stained glass, "in memoriam" of the first President of the College, Rev. Perlee B. Wilber, and of other ministers and laymen who have had an honored place in Cincinnati Methodism. A view of the interior of the chapel is given on page 5. The building, with furnishment, cost \$135,000; the lot is valued at \$90,000, making the entire outlay \$225,000.

#### SPECIFIC OBJECT.

The end in view in the expenditure of such a sum in buildings, etc., is to make this oldest College for Women equal in every respect to the demands of the age. Whatever opinions may be entertained on the question of the expediency of the co-education of the sexes, the fact remains that vast numbers of parents do not desire for their daughters an entrance into the colleges or universities which have recently opened their doors to admit women as students. In behalf of all these, there is an imperative demand for the opportunities of separate education; to them the colleges for women must supply, if they are to receive it at all, the means of a comprehensive and generous school training. To these institutions they must look for whatever they are to know of the society of letters and the atmosphere of culture.

Inseparably connected with this fact is one distinctive advantage, which is especially liable to be overlooked or

undervalued. It is that, in the intimate and long-continued association of teachers and students as members of one family, there is the necessary influence of the superior mind making itself felt in the development of the young woman during the impressible period of her life, so that both mind and manners—the “lesser morals”—are brought under a suitable molding power.



INTERIOR OF THE CHAPEL.

### THE TRUSTEES.

As trustees, and earnest friends of the College in its early years, we find the names of the honored Bishops Hamline and Morris; Rev. C. Elliott, D. D.; Rev. L. Swormstedt. Hon. John M'Lean, John Elstner, John Reeves, Josiah Lawrence, Joseph G. Rust, Moses Brooks, A. N. Riddle, Dr. Charles Woodward, Joseph Herron, and John Whetstone, all of whom have passed from labor to reward. Associated with them were Bishop Simpson, Harvey DeCamp, James P. Kilbreth, Wm. Wood, E. B. Reeder, John Cochnower, John Du Bois, Hon. J. Burgoyne, and Rev. B. P. Aydelotte, D. D.

In later years, the lamented Bishop Clark, Bishop Wiley,

John Simpkinson, John Pfaff, J. M. Phillips, and Dr. C. G. Comegys, had place in its management.

The present Board of Trustees is constituted as follows:

Rev. J. M. WALDEN, D. D., *President.*

Mr. JOHN COCHNOWER, *Vice-President.*

Hon. CHARLES W. ROWLAND, *Secretary.*

Mr. JOSEPH F. LARKIN, *Treasurer.*

BISHOP R. S. FOSTER, D. D.,	LUKE HITCHCOCK, D. D.,	R. S. RUST, D. D.,
HARVEY DE'AMP,	JOHN C. BROOKE,	JNO. D. HEARNE,
HON. M. B. HAGANS,	JAMES N. GAMBLE,	H. K. LINDSEY,
RICHARD DYMOND,	JNO. T. JOHNSON,	WM. WOOD,
JNO. R. WRIGHT,	JOS. L. HALL,	WM. F. THORNE.
	ALEX. R. CLARK,	

#### THE FACULTY.

The Trustees elect the Faculty annually, tenure of office depending upon ability and success in the work of instruction.

The College grew from infancy to maturity under the guardianship of President Wilber, who, for seventeen years, devoted his time and talents to its interests. In 1859 his work on earth was completed, and his Master called him home.

In the same year, Rev. Robert Allyn, D. D., was elected President, and, until 1863, controlled the affairs of the institution in an able manner, when he resigned to accept the Presidency of M'Kendree College, Illinois.

He was succeeded by Rev. R. S. Rust, D. D., whose successful administration continued until the close of the Spring term in June, 1866.

At the opening of the new edifice, on Wesley Avenue, in 1868, Rev. L. H. Bugbee, D. D., was elected President. After seven years of faithful and successful labor he resigned, to accept the Presidency of Alleghany College, Meadville, Pa.

The Board of Trustees unanimously called to the Presidency of the College the Rev. D. H. Moore, D. D. He entered upon his official duties in September, 1875, with char-

acteristic earnestness and zeal; and his administration promises the most successful results. The present Faculty is as follows:

REV. D. H. MOORE, D. D., *President.*

CATHERINE J. CHAMBERLAYNE, A. M., *Lady Principal,*

CHARLES W. SUPER, A. M., PH. D., MRS. MARY C. WILBER, A. M.,

MADAME MARTINEZ, MARGARET BOYD, A. M.,

ANNA M. THOMPSON, A. M., JESSIE S. WILBER,

FRANCES A. FISH, A. M., MARY W. RICHARDSON,

ELIZA J. ALLEN, A. M., MARY W. ROSS.

### *Department of Music.*

KARL BARUS, *Dean,*

AUGUSTA HERMANN,

ARTHUR MEES,

WILHELMINA MÖLLMANN.

### COURSE OF STUDY.

The course of study proposed in 1842 was far in advance of that of ladies' schools of a high grade at that time. There were three departments; namely, the Primary; the Preparatory, occupying three years; and the Collegiate, four. The Latin and Greek Languages were included in the regular course. The modern languages, French, German, Spanish, and Italian, were optional. The exact sciences received a measure of attention that had not been accorded to them in the department of female education. The best opportunities were given in vocal and instrumental music, and in drawing and painting.

The changes made in the course of study, from time to time, have been such as to secure the highest culture, and to prepare young women for the responsibilities of life, to do the best work in their homes and in society. The aim has been not alone to store the mind with facts, but to lead it to independent thought.

We place the present Courses in the Academical and Collegiate Departments in tabulated form on the next two pages. An examination of them will show how fully we recognize the claim of woman to all the advantages of a thorough scholastic training.



## ACADEMIC DEPARTMENT.

Year.	CLASSICAL COURSE.		SCIENTIFIC AND ENGLISH COURSE.	
	FIRST SEMESTER.	SECOND SEMESTER.	FIRST SEMESTER.	SECOND SEMESTER.
FIRST.	Writing. Spelling. Reading. Intermediate Geography.	Writing. Spelling. Reading. Intermediate Geography.	Writing. Spelling. Reading. Intermediate Geography.	Writing. Spelling. Reading. Intermediate Geography.
SECOND.	Arithmetic. Mental Arithmetic. English Grammar. Common-school Geography.	Arithmetic. Mental Arithmetic. English Grammar. Common-school Geography.	Arithmetic. Mental Arithmetic. English Grammar. Common-school Geography.	Arithmetic. Mental Arithmetic. English Grammar. Common-school Geography.
THIRD.	English Grammar. Arithmetic. Latin Grammar. United States History.	English Grammar. Arithmetic. Latin Grammar. United States History.	English Grammar. Arithmetic. Mental Arithmetic. United States History.	English Grammar. Arithmetic. Mental Arithmetic. United States History.
FOURTH.	Complete Arithmetic. Latin Grammar and Cæsar. English Analysis. Physical Geography.	Complete Arithmetic. Cæsar. English Analysis. Natural History.	Complete Arithmetic. English History. English Analysis. Physical Geography.	Complete Arithmetic. English History. English Analysis. Natural History.

## COLLEGIATE DEPARTMENT.

Year.	CLASSICAL COURSE.		SCIENTIFIC COURSE.		ENGLISH COURSE.	
	FIRST SEMESTER.	SECOND SEMESTER.	FIRST SEMESTER.	SECOND SEMESTER.	FIRST SEMESTER.	SECOND SEMESTER.
FRESHMAN.	Virgil. Algebra. Physiology. Greek, French, or German.	Virgil. Algebra. Botany. Greek, French, or German.	French or German. Algebra. Physiology. Ancient History.	French or German. Algebra. Botany. Modern History.	Anglo-Saxon. Algebra. Physiology. Ancient History.	Anglo-Saxon. Algebra. Botany. Modern History.
SOPHOMORE.	Cicero's Orations. Natural Philosophy. Greek, French, or German.	Livy or Sallust. Geometry. Chemistry. Greek, French, or German. Rhetoric.	French or German. Geometry. Natural Philosophy. Mythology.	French or German. Geometry. Chemistry. Rhetoric.	Anglo-Saxon. Geometry. Natural Philosophy. Mythology.	Anglo-Saxon and Early English Geometry. Chemistry. Rhetoric.
JUNIOR.	Horace. Trigonometry. Mental Science. Greek, French, or German.	Tacitus. Logic. Geology. Greek, French, or German.	French or German. Trigonometry. Geology. Mental Science.	French or German Literature. Logic. Geology. Analytical Geometry.	English Literature and History. Trigonometry. Geology. Mental Science.	English Literature. and History. Logic. Geology. Analytical Geometry.
SENIOR.	Political Economy. Constitution of United States. Moral Science. English Literature.	Evidences of Christianity. English Literature. Astronomy. Art Criticism.	Political Economy. Constitution of United States. Moral Science. English Literature. Analytical Geometry.	Evidences of Christianity. English Literature. Astronomy. Art Criticism.	Political Economy. Constitution of United States. Moral Science. English Literature. Analytical Geometry.	Evidences of Christianity. English Literature. Astronomy. Art Criticism.

## ENGLISH COURSE.

While the College claims to bestow special attention upon the teaching of foreign languages, the English language and its literature are by no means neglected. With a view to supplying a very general lack in the education of our young people, the College has established an English Course in which Anglo Saxon and English are the only languages studied. By this arrangement not only a knowledge of the general principles of inflected languages may be imparted, but more time may also be devoted to English literature and history than in the other courses. It is, however, not intended to supersede either the Classical or Scientific, but rather to enable those wishing to make a specialty of their mother-tongue not only to acquire a thorough general education, but likewise to secure the diploma of the College.

## SPECIAL COURSES.

Those who desire to make a specialty of certain departments of study can be accommodated; and those who are preparing to teach will receive thorough training with reference to that profession.

## COLLEGE OF ACCOUNTS AND BUSINESS.

Any young women who desire to prepare themselves for business as book-keepers, clerks, or copyists, can avail themselves of the privilege of this department. In order that the graduates may have correct views of the general laws of business, lectures are delivered before each class on Commercial Jurisprudence and Commercial Ethics. Those who take the special courses can also attend these lectures.

## COURSE OF READING.

As a supplement to the study of English literature by text-book, a course of reading has been carefully arranged, with reference to the wants of advanced students. Written or oral abstracts of these readings are required to be pre-

sented at regular intervals to the teacher in charge of the department. The course includes some one work, or, in some cases, more than one, in its entirety, from each of the following authors: Longfellow, Whittier, Bryant, Dickens, Thackeray, Hawthorne, Prescott, Irving, Macaulay, Wordsworth, Scott, Cowper, Goldsmith, Pope, Addison, Bunyan, Milton, Shakespeare, Spenser, and Chaucer.

Besides this, it is the design of the school to give direction to the reading of all its members, to exert a formative influence upon their tastes, and to lead them, by successive steps, up to the appreciation of the thoughts and creations of the greatest and wisest of men.



INTERIOR OF ART-ROOM.

### ACADEMY OF DESIGN.

MISS MARY W. RICHARDSON, *Principal*.

The art-room has a height of eighteen feet, is forty-two feet in length, and twenty-five feet in width, with north, east, and west lights, and sky-lights. The design is to develop in the pupils real art talent, independence of effort, and skill in the selection and combination of excellencies in their work.

## COLLEGE OF MUSIC.

KARL BARUS, *Dean*.

This department has been revised upon a basis which recognizes an ethical and intellectual element in music. It is the aim of the Faculty to make at least an approximate interpretation of the thought lying beyond the composer's expression no less an essential to musical fitness than accurate and skillful execution. To this end, a course of musical literature will thread through the more solid and complex technical study, bringing with it the incitement of a pervading personality, needed as a complement to a science which must always remain, to a great extent, abstract, because only perfected through mathematical precision. The different musical schools are taken up in chronological order, the life of each composer considered individually, with equal reference to its social and aesthetic relations, and the pupil familiarized with his works through piano recitals.

A series of classical soirées form a *resumé* of the literary and critical work in the department during the year. It has been impossible to find any one book which meets the demands of an extended course of study. The works chiefly depended upon are: *Helmholtz, Elterlein, Haeckel, Thibaut, Schumann, Nohl, Reissmann, Schindler, Weitzmann, Burney, Busby, Marx, Hauslick, Tyndall, Wagner, Lobe, Dehn, Hauptmann, and Emil Haumann*. The principal works used in the practical department are those of *Czerny, Kullak, Heller*; the easier productions of *Mozart, Haydn*; a few of *Beethoven*; *Gradus ad Parnassum, Clementi-Tausig*; *Octave-school, Kullak*; *Etudes, Cramer Bülow*; *daily studies, Tausig Ehrlich*. Much stress is placed upon scale-practice as the great help to facile and even finger movement, and a good standard maintained for pupils in Harmony.

## APPARATUS.

A judicious selection of apparatus, sufficient to illustrate the leading principles of natural philosophy, chemistry, and



astronomy, has been made, and will be increased as circumstances shall require.

#### LECTURES.

Lectures are delivered by the president upon political economy and philosophy, and by Professor Super upon ancient and modern classics. Literary and religious lectures are delivered during the year by eminent professors, clergymen, and Christian workers of both sexes, and familiar lectures by the professors in the various departments.

#### LIBRARY.

There is a valuable library, of several hundred choice volumes, to which the pupils have access.

#### READING-ROOM.

The reading-room of the College—twenty-five feet by sixteen—is furnished with every regard to comfort and elegance. Its supply of reading-matter includes most of the prominent political and religious journals of this country, the leading magazines, educational, scientific, and literary; the best journals of music and art, together with all the most important of the English quarterlies. It is believed that this College is second to none of the numerous schools for young women, in the amount of money expended in providing for its students the choicest selection of periodical literature.

#### SOCIETIES.

There are two flourishing literary societies—the Lyceum and Cincinnatium. The Lyceum was founded in 1844, and is believed to be the oldest literary society connected with a ladies' college in the United States. It has a large and handsomely furnished hall, and has upon its record the names of six hundred and eighty-nine retired and active members. The Cincinnatium was organized in 1870, has a pleasant and well-furnished hall, and numbers one hundred and forty-two retired and active members.

There is also a missionary society, auxiliary to the Woman's Foreign Missionary Society. It has monthly meetings, and an anniversary in April.

### DEGREES.

In 1842, by an Act of the Legislature of Ohio, the trustees were empowered to confer the degree of M. E. L. (Mistress of English Literature) upon all who complete the prescribed English Course of study; and M. C. L. (Mistress of Classical Literature) upon those who take, in addition to the English Course, the ancient languages, or Latin and French or German.

In 1868, by an Act of the Legislature of Ohio, the trustees were empowered to confer the degree of B. A. (Baccalaureate in Arts) upon those completing the Classical Course, and B. S. (Baccalaureate in Science) upon those completing the Scientific Course, and the degree of A. M. *in cursu*, upon evidence of progress in literary pursuits and tastes.

### EXPENSES.

#### PER SEMESTER—NINETEEN WEEKS.

Board, use of furnished room, fuel, lights, and washing—one	
dozen pieces per week, . . . . .	\$115 00
Tuition—Primary Department, . . . . .	20 00
“ Academic Department, . . . . .	40 00
“ Collegiate Department, . . . . .	50 00

#### EXTRA EXPENSES PER SEMESTER.

Lessons on the Piano in Preparatory Department, two per week,	\$30 00
Lessons “ “ Academic “ “ “	40 00
Lessons “ “ Normal “ “ “	50 00
Lessons “ Organ, “ “	50 00
Lessons in Special Vocal Culture, “ “	50 00
Reading-room and incidental fee, . . . . .	2 00
Tuition in French, . . . . .	15 00
Oil Painting, three lessons per week, . . . . .	30 00
Water Colors, “ “ “ . . . . .	30 00
Photograph Painting, in Water or Oil, 3 lessons per week, .	30 00
Perspective Drawing or Crayon Drawing, 3 lessons per week,	30 00
Pencil Drawing and Sketching, 3 lessons per week, . . . . .	20 00

## DOMESTIC COMFORT.

The domestic comfort of the College is deserving of marked attention. All the appointments of a generously supplied home are here to be found. The private rooms of students are furnished with every thing necessary to comfort, are thoroughly warmed, and in all respects are delightfully home-like. The dining-room is on the main floor, and is cheerful and attractive. The tables are uniformly supplied with most wholesome, palatable food, and served in a manner designed to educate young ladies in the proprieties of life while contributing to their physical and social enjoyment. There is not, in the whole domestic management, a single exception to the munificence which is, confessedly, its characteristic.



INTERIOR OF SCHOOL-ROOM.

## RELIGIOUS INSTRUCTION.

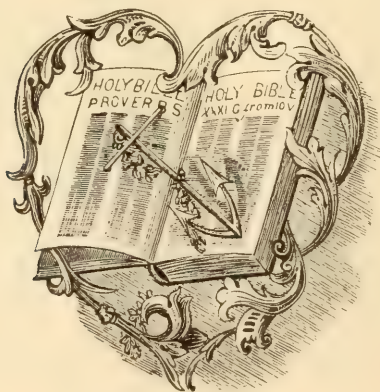
The College is conducted on a positively Christian basis. Daily religious exercises are held in each school-room, besides general services in the chapel. For the boarders, family worship is observed regularly. On Sabbath morning

they attend Church in the city, wherever their parents may designate; in the afternoon, Sunday-school, and at night, appropriate and interesting services in the College building.

### THE ALUMNÆ.

The graduates of the College have an active and efficient alumna organization. Anniversary exercises are held each year in connection with the commencement, and a beautiful alumna volume is published once in two years.

In 1845, the first Senior Class, consisting of six young ladies, received the honors of the College. The alumnae now number four hundred and sixty-two; besides, there are more than three thousand educated women, North, East, South, and West, who were trained within its walls.



*Cultura nostra salus.*

## DENISON UNIVERSITY, GRANVILLE.

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The institution now known as Denison University was first organized at Granville, Licking county, Ohio, December 13th, 1831. It was incorporated by act of the Ohio Legislature, February 3d, 1832, under the name of the "*Granville Literary and Theological Institution.*" By an act of January, 1845, the name was changed to "*Granville College*;" and this again, under the general law of Ohio, was changed June 25th, 1856, to the name which the institution now bears. It was so named in honor of Wm. Denison, of Adamsville, Ohio, in accordance with an early vote of the Trustees that the first donor of \$10,000 or more to the institution should have the privilege of naming it.

Denison University may be said to have been the child of the Ohio Baptist Education Society. At a meeting of this body, held at Lebanon, Ohio, in May, 1830, it was decided to take immediate steps for the establishment of a College. A committee was appointed to nominate twelve Trustees, and to receive bids for the location of the College. At the next annual meeting of the Society, held at Lancaster, in May, 1831, this committee presented their report. They nominated as Trustees: John McLeod, Charles Sawyer, Luther Woods, Thomas Spelman, Jonathan Atwood, Jacob Baker, Allen Darrow, William Sedgwick, W. Thompson, Isaac Sperry, S. Carpenter, and B. Allen. These gentlemen were duly elected. Of the number, Rev. Allen Darrow, now living at Sunbury, Ohio, alone survives (January, 1876).

At this meeting applications for the location of the College were received from several different towns and cities. Rev. Allen Darrow and Mr. Charles Sawyer, in behalf of the



small Baptist Church and of citizens of Granville, made an offer of a farm property a mile and a half west of that town, valued at \$3,400. Manual labor schools were then considerably popular. This offer was accepted, and Granville determined upon as the location of the College.

At a meeting of the Ohio Baptist Education Society, held at Granville, October 1st, 1831, it was decided to add six to the number of Trustees already appointed, and the following gentlemen were accordingly elected: George C. Sedgwick, Daniel Shepardson, John Stevens, Sylvester Spelman, Geo. Jeffries, and Jacob Drake.

Four months later, February 3d, 1832, a charter was obtained. This instrument limited the number of Trustees to eighteen, specified that the institution should be located at Granville, limited the annual income to \$5,000, and gave power to confer the honors and degrees usually conferred by such institutions. No limitations were imposed as to the residence or religious creed of the Trustees. This charter received, from time to time, various modifications, by which the number of Trustees was increased to thirty-six, and the name changed as above stated.

In 1867 the Board of Trustees was reorganized under the act of the General Assembly of the State of Ohio of April 9th, 1852, entitled "An act to enable the trustees of colleges, academies, universities, and other institutions for the purpose of promoting education, to become bodies corporate," and the acts amendatory thereto. By the articles of association adopted at this time, the University was "to be managed and controlled by thirty-six Trustees, to be chosen exclusively from members in good standing and full membership in regular Baptist churches in the State of Ohio, who shall hold their offices only so long as they retain such membership, five, at least, to be resident free-holders of Licking county.

Granville, the seat of the College, is a village of 1100 in-

habitants, situated near the center of Licking county—one of the central counties of the State. It is six miles west of Newark, the county seat, and twenty-eight miles east of Columbus, the capital of the State. Its nearest railroad station is Union, on the Baltimore and Ohio Railroad, three and one-half miles south of the village. It is, however, situated upon the line of the Atlantic and Lake Erie Railroad, upon which it is expected that trains will be running before the end of the year 1876. As already stated, the College was at first located on the farm west of Granville village. The property, when purchased, consisted of two hundred acres of land, with the usual farm buildings. The mansion-house was almost immediately enlarged for the use of the school at an expense of \$2,300. It was, however, but just finished when it was destroyed by fire. It was immediately rebuilt at an expense of \$6,000, and was entered December 17, 1832. It was three stories high, 82 feet by 30, with a wing 44 feet by 20. Soon after, another building was erected at a cost of \$5,000. This location was afterwards deemed an unfavorable one, and the College was accordingly removed in 1856 to its present location. The site selected contains twenty-four acres, located upon a hill north of the village, about one-fourth of a mile from the public square. The rear of the grounds is covered with a grove of old forest trees. Upon this site there was erected in 1856 a frame building 32 by 70 feet, three stories high, containing single rooms capable of accommodating forty students. At the same time there was erected a brick building, four stories high, 133 feet long, 32 feet deep in the middle division, and 45 in the eastern and western divisions. This building contains thirty three suites of rooms, capable of accommodating sixty-six students, each suite consisting of a sitting-room 12 by 14 feet, a bed-room 8 by 11 feet, and two closets. It also contains four recitation rooms, varying in size from 14 by 20 feet to 14 by 42 feet, the University Library, two society halls, and the reading-room.

each 14 by 42 feet, and two society libraries, 14 by 20 feet each.

These two buildings proving insufficient for the needs of the College, there was begun in 1868, and completed in 1871, a third building, similar to the one last named, but somewhat larger. It is of brick, four stories high, and 135 feet long. The western division is 45 feet deep, the middle 32, and the eastern 66. This building contains a chapel, 40 by 63 feet, and 24 feet high, a Natural History room, 14 by 63 feet, four recitation rooms, 14 by 28 feet each, and thirty-six suites of rooms similar to those in the other brick building, and furnishing accommodations for seventy-two students. The present value of these three buildings may be stated in round numbers about as follows: Frame building, \$5,000; old brick building, \$25,000; new brick building, \$30,000.

For financial support the University has been from the first, as it is at present, dependent upon the voluntary contributions of men interested in Christian education. By far the larger part of its funds has come from the Baptist denomination of the State of Ohio. The \$3,400 necessary to purchase the original site was raised by the Baptist Church and citizens of Granville; \$2,300 more were needed immediately, to enlarge the building; \$6,000 in the following year to replace the building destroyed by fire, and \$5,000 soon after to erect a new building. These expenses involved the infant institution in debt. This was increased by interest and by the current expenses of the College. \$7,000 were raised in the eastern States to liquidate this indebtedness. But notwithstanding all the efforts made for its payment, it had increased in 1843 to \$15,000. In that year a determined effort was made for its liquidation, which was successful.

On the acceptance of the Presidency by Dr. Bailey in 1846, an effort was made to raise ten thousand dollars (\$10,000) as a presidential endowment fund. From this, the first effort to raise a permanent endowment fund, there were realized

about eight thousand dollars (\$8,000), which began to bear interest in 1849. When, in 1853, the change of location spoken of above was determined upon, and it became necessary to erect new buildings, a great effort was made to raise by the sale of scholarships an endowment and building fund. Subscriptions to the amount of eighty thousand dollars (\$80,000) were secured. In consequence, however, of the financial crash of 1857, and the usual vicissitudes of such funds, only a small part of these subscriptions ever became productive. Almost the whole of what was thus realized, viz., about twenty-five thousand dollars, was expended in the erection of the frame building, and the older of the two brick buildings still in use.

In 1863 the estimated value of the property of the University was fifty thousand dollars (\$50,000), namely: nearly forty thousand dollars (\$40,000) fixed property, and a little over ten thousand dollars (\$10,000) productive endowment.

The sources of income up to this time had been receipts for tuition, which, in the earlier years, were very nearly sufficient to pay current expenses; gifts, an agent being employed for a part of the time; and, since 1849, the interest on a small endowment fund.

In 1863 a determined and effective effort was made towards an adequate endowment. As the result of this effort, after four years (in June, 1867,) a fund somewhat exceeding one hundred thousand dollars (\$100,000) was placed in the hands of the Board of Trustees, just then reorganized. In this work, E. Thresher, LL.D., of Dayton, was the prime mover, ultimately giving one-tenth of the amount himself. One who knows the facts and understands the whole case bears this testimony: "The man to whom, under God, the credit is due of re-asserting the permanent existence of Denison University, and of securing the endowment, is our venerable and beloved brother, E. Thresher."

In 1868, when a new building was needed, voluntary con-

tributions supplied the necessary funds. Almost the entire amount required, viz., thirty-two thousand dollars (\$32,000) was raised without the employment of an agent, or any expense whatever, except a small amount for traveling.

During the summer of 1873, seventy-five thousand dollars (\$75,000) were added to the one hundred thousand dollar endowment fund previously raised.

To give a full list of the benefactors of the University would be impossible. Prominent, however, among the contributors to the two endowment funds last named should be mentioned: E. Thresher, LL.D., E. E. Barney, and W. P. Huffman, of Dayton; Geo. F. Davis and J. H. Tangeman, of Cincinnati; J. M. Hoyt, LL.D., H. Chisholm, and J. D. Rockefeller, of Cleveland, and Geo. Cook, of Canton. The largest amount given by any one man was thirty thousand dollars (\$30,000), the gift of E. E. Barney. The property now owned by the University, including endowment fund, site of twenty-four acres, three buildings, libraries, cabinets, apparatus, etc., is valued at \$300,000.

In its first conception, the immediate leading object of the institution was to educate ministers for the Baptist churches of Ohio and the neighboring States. The institution, though small in its beginning, was also expected, as soon as practicable, to become a College for general liberal education, furnishing the usual collegiate course of instruction to all such youth as should resort to it.

It was at first designed to conduct the institution upon the manual labor plan. This plan, however, though a help to many students, proved to be too expensive, creating a constant draft upon the treasury, and was accordingly abandoned in 1856.

The establishment of a Theological Department was for many years a cherished plan of the Board of Trustees, towards which they were continually looking, though never fully attaining it.



Dr. Jonathan Going, during the time of his presidency, from 1837 to 1844, devoted his almost exclusive attention to this department of instruction. Later, in 1860, Rev. Marsena Stone, D.D., was appointed Professor of Theology: an effort was made to endow the chair, and a small sum raised for that purpose. The classes, however, were never large, and latterly a better apprehension of the needs of the denomination in the State has led to the entire abandonment of any plans for theological instruction, the University devoting itself exclusively to the work of a College proper.

The University, though under the control of the Baptist denomination, is not sectarian, and does not teach denominational dogmas. The prevailing tone and spirit of the College is, however, decidedly Christian. Chapel services, conducted by members of the Faculty, are held once each day, attendance upon which is obligatory. Religious meetings are held in the College each week, attendance upon which is voluntary.

The University, as at present organized, sustains two departments, the Collegiate and the Preparatory. These two departments are under the control of the same Board of Trustees, and occupy, for the present, the same buildings. Plans are maturing for locating the Preparatory Department in a building by itself, and securing for it, in every way, a more independent and solid foundation. The instruction in this department, however, even now, it is believed, is not surpassed in thoroughness and accuracy by any given in this country.

The Faculty of the Collegiate Department is composed of seven regular members—the President (who is also Professor of Mental and Moral Philosophy), the Professor of the Greek Language and Literature, the Professor of the Latin Language and Literature, the Professor of Rhetoric and English Literature, the Professor of the Natural Sciences, the Profes-

sor of Mathematics and Natural Philosophy, and an Adjunct Professor of Languages.

The Faculty of the Preparatory Department consists of three members—the Principal (who is also the Adjunct Professor of Languages in the College Department), the Classical Tutor, and the Mathematical Tutor.

The Collegiate Department offers two courses—the Classical course, extending through four years, and the Scientific course, extending through three years.

The Preparatory Department offers three courses—the Classical course of three years, designed to prepare students for the Classical course of the Collegiate Department; the Scientific course of two years, designed to prepare students for the Scientific course of the Collegiate Department; and the English course, which furnishes instruction in the common English branches.

Applicants for admission to either course of the Collegiate Department are required to pass an examination upon the studies of the corresponding course of the Preparatory Department.

The following schedule shows the curriculum of study pursued in each course of the Preparatory Department:

## PREPARATORY DEPARTMENT.

### CLASSICAL COURSE.

#### FIRST YEAR.

*Fall Term.*—Latin, Natural Philosophy and Grammar, United States History.

*Winter Term.*—Latin, Greek, English Analysis.

*Spring Term.*—Latin, Greek, Roman History.

#### SECOND YEAR.

*Fall Term.*—Latin, Greek, Introductory Algebra.

*Winter Term.*—Latin, Greek, University Algebra.

*Spring Term.*—Latin, Greek, Rhetoric.

## THIRD YEAR.

*Fall Term.*—Latin, Greek, Geometry.

*Winter Term.*—Latin, Greek, Geometry.

*Spring Term.*—Latin, Greek History, Algebra.

## SCIENTIFIC COURSE.

## FIRST YEAR.

*Fall Term.*—Latin, Natural Philosophy and Grammar, Introductory Algebra.

*Winter Term.*—Latin, English Analysis, Algebra.

*Spring Term.*—Latin, Roman History, Rhetoric.

## SECOND YEAR.

*Fall Term.*—Latin, United States History, Geometry.

*Winter Term.*—Latin, Physical Geography, Geometry.

*Spring Term.*—Latin, Greek History, Algebra.

The courses of study in the College Department are as follows:

*Classical Course.*—The Freshman Class begin the study of Latin with Livy, to which they devote twenty-eight weeks, the remainder of the year being given to Cicero, de Senectute and de Amicitia. In connection with Livy they take up the study of Roman History. In Greek, the first term of fifteen weeks is given to the Orations of Lysias and the Analytical Syntax of the Greek Verb, the second and third terms to Homer's Iliad or Odyssey. In Mathematics, Algebra is completed in the first term, and Geometry in the second. Botany forms the third study of the spring term. The Rhetorical work consists of weekly exercises in Declamation and English Composition throughout the year.

The Sophomore Class, in the department of Latin, spend eighteen weeks in the study of Horace, and eleven in that of Tacitus. In Greek, Demosthenes is read in the fall term, and Plato or Xenophon in the spring term. In Mathematics, the fall term is given to Trigonometry, the winter term

to General Geometry and Calculus. Ten weeks are given to Zoology, eleven to Physiology, ten to Rhetoric, five to German, and during the spring term the class listens to lectures on Modern History. The Rhetorical work consists of Declamations, Essays, and Orations.

The Junior Class complete the study of Latin with Cicero de Oratore, to which they devote fifteen weeks. Two terms are given to Greek Tragedies; two to Natural Philosophy, and one to Astronomy; one to Chemistry, and one to Logic. German occupies ten weeks, Rhetoric five weeks. The Rhetorical work consists of Essays and Orations.

The Senior Class give the fall term to the study of Intellectual Philosophy (combining the use of text-book and lectures), English Literature, Geology (ten weeks), and lectures upon the Sensibilities and Will (five weeks); the winter term to History of Philosophy, German (reading the present year, 1876, Schiller's *Die Piccolomini*), Moral Science; the spring term to History of Modern Civilization, Political Economy, Evidences of Christianity, and Butler's Analogy. The Rhetorical work consists of Essays and Orations.

*The Scientific Course* extends through three years. It includes nearly a year and a half of Latin, a full year of French, and eighteen weeks of German. The course in Pure and Applied Mathematics is the same as that of the Classical course, with the addition of Surveying. One term is also given to each of the following studies: Botany, Zoology, Physiology, Geology, Chemistry, Science of Government, Political Economy, History of Civilization, Rhetoric, Logic, and Intellectual Philosophy.

The aim of instruction in Denison University has from the first been to secure the highest accuracy and thoroughness. Its requirements of pupils are severe. It is entirely impossible to pass through any of its curricula without doing a large amount of severe intellectual labor. It is doubtful whether, in proportion to numbers, any other col-

lege in the land secures from its students as much real outlay of mental force as Denison University.

This College proposes to advance its requirements for admission up to a certain high limit, just as fast as the general grade of preparatory instruction in Ohio will permit. It has, however, no ambition to be a university in the German sense. It desires only to realize its present ideal, to be the perfection of an American Christian college.

The degree of Bachelor of Arts is conferred upon those persons who have completed the Classical course, that of Bachelor of Sciences upon those who have completed the Scientific course.

The University library contains 8,500 volumes. This, combined with the society libraries, makes the whole number of volumes available for use by the students a little over 11,000. The University library is now receiving constant increase from the Library Contribution Fund of the Association of Alumni, designed to amount to an expenditure, for a term of years, of \$1,000 annually. The library is open three times each week, five hours, for the use of members of the College classes.

The Cabinet contains a choice collection of shells, and full series of specimens for illustration in Geology, Mineralogy, Zoology, and Archæology. It is open daily to students and visitors.

There are three literary societies connected with the University—the *Calliopean* and *Franklin*, composed of members of the Collegiate Department, and the *Ciceronian*, of the Preparatory Department.

The *Calliopean* Society was founded in 1834. Its present membership is thirty-one. The society has a furnished hall and library-room, and a library of 1,700 volumes. The initiation fee is \$3.00, the annual dues \$1.20.

The *Franklin* Society was organized in 1843. Its present membership is thirty-two. This society has also a furnished



hall and library-room. Its library contains 1,800 volumes. The initiation fee is \$3.00, the annual dues \$1.20.

These two societies publish a college paper, the "*Denison Collegian*." It is a ten-page paper, and is issued each alternate Saturday during the College year.

The *Ciceronian Society* was organized in 1860. Its present membership is thirty. It has a furnished hall and a library of 325 volumes. Its initiation fee is \$2.00, its annual dues \$1.50.

The property of these three societies is valued at nine thousand dollars (\$9,000).

The Reading-Room and Lecture Association is a society composed of members of the Faculty and of both departments of the University. It was organized in 1873. The society has a convenient and pleasant room, furnished with the magazines and periodicals of the day. The total number of publications kept on file, including dailies, weeklies, monthlies, and quarterlies, is forty. The society also provides a course of lectures each year. The annual fee is \$1.00. The present number of members is forty-seven.

*Secret Societies.*—The  $\Sigma. X.$  (M. Chapter) and the *B.  $\Theta.$  II.* (A. H. Chapter) fraternities formerly existed in the University, but were practically excluded by a law of the Board of Trustees, enacted June 26, 1872, forbidding the reception of new members. The same law forbids the formation of a new chapter of any secret society in the College. The former of these chapters was organized in 1868, the latter in 1867.

An Alumni Association, of which all graduates of the University are members, was organized in 1859. There are no dues. Through this association a fund for the benefit of the University library has been established within a few years.

The total number of students in attendance at the institution during the first year of its existence, viz., the year ending in the summer of 1832, was ninety-eight. The num-

ber enrolled in 1833 was one hundred and forty-seven, in 1834 was forty-six. The first Freshman class was organized in the fall of 1834. It was composed of nine men, and that of the next year of fifteen. The statistics from that date, so far as known, are shown in the following table:

YEAR.	Preparatory and irregular.	Freshmen.	Sophomores.	Juniors.	Seniors.	Classical graduates.	Scientific graduates.	Theological students.
1836.....	110	15	6	.....	.....	.....	.....	5
1837.....	93	4	2	.....	.....	.....	.....	6
1838.....	91	2	7	.....	.....	.....	.....	.....
1839.....	103	7	3	4	.....	.....	.....	3
1840.....	139	4	7	5	4	3	.....	5
1841.....	113	14	5	5	4	4	.....	8
1842.....	149	12	2	6	4	4	.....	15
1843.....	92	6	10	4	5	5	.....	11
1844.....	103	9	5	2	3	3	.....	7
1845.....	102	14	9	4	7	7	.....	.....
1846.....	86	11	10	7	5	5	.....	.....
1847.....	.....	7	6	5	7	6	.....	.....
1848.....	.....	.....	.....	.....	.....	3	.....	.....
1849.....	81	10	7	6	8	6	.....	.....
1850.....	.....	.....	.....	.....	.....	5	.....	.....
1851.....	70	8	9	10	5	5	.....	.....
1852.....	.....	.....	.....	.....	.....	9	.....	.....
1853.....	.....	.....	.....	.....	.....	0	.....	.....
1854.....	.....	.....	.....	.....	.....	1	.....	.....
1855.....	86	11	5	5	0	0	.....	.....
1856.....	.....	.....	.....	.....	.....	3	.....	.....
1857.....	84	22	14	8	3	2	.....	.....
1858.....	103	27	20	7	7	2	2	.....
1859.....	131	33	16	4	14	6	5	.....
1860.....	116	36	22	10	5	4	1	.....
1861.....	99	32	16	5	10	8	2	.....
1862.....	51	19	24	6	6	3	1	.....
1863.....	39	22	11	10	7	4	1	.....
1864.....	97	16	2	5	7	7	.....	.....
1865.....	79	9	10	4	2	2	.....	6
1866.....	141	29	14	7	4	4	.....	.....
1867.....	104	20	20	6	7	5	1	.....
1868.....	126	24	20	12	7	6	1	.....
1869.....	88	24	13	10	10	9	1	.....
1870.....	109	29	18	7	12	9	.....	.....
1871.....	121	39	20	13	10	7	2	.....
1872.....	123	22	19	7	16	12	1	.....
1873.....	119	30	18	15	8	4	2	.....
1874.....	106	25	22	10	5	4	.....	.....
1875.....	84	29	19	21	9	9	.....	.....

## BIOGRAPHICAL SKETCHES.

Rev. John Pratt, the first President of the institution, was born in Thompson, Connecticut, October 12, 1800. He graduated from Brown University in 1827. After studying for some time at Newton (Massachusetts) Theological Institution, he was ordained in 1830. When called to take charge of the institution at Granville, he was engaged in teaching at South Reading, Massachusetts. His connection with Denison University extended from 1831 to 1859, the first six years as President, most of the time; thereafter as Professor of Ancient Languages.

To Prof. Pratt and his colleague for twenty years, Prof. Pascal Carter, the University is largely indebted for its early acquired character and reputation for thorough instruction in the branches in which it attempted to give instruction.

Rev. Jonathan Going, D.D., the second President of the institution, held the office from 1837 to 1844. Dr. Going was born in Reading, Massachusetts, in 1786. He graduated from Brown University in 1809. When called to the presidency, he was employed as corresponding secretary of the American Baptist Home Mission Society. He died at Granville, October, 1844.

During the greater part of the administration of Dr. Going, viz., from 1838 to 1843, John Stevens, D.D., as Vice-President and Principal of the Literary Department, including the College proper, had the entire charge of the same, Dr. Going giving his whole attention to the Theological Department and the external interests of the institution.

Dr. Stevens was born in Townsend, Massachusetts, in 1798. He graduated from Middlebury College, Vermont, in 1821; studied theology at both Andover and Newton, Massachusetts; was tutor in Middlebury College from 1825 to 1827, and from 1828 to 1831 classical teacher in an academy at South Reading, Massachusetts. In 1831 he was invited to

Ohio to take charge of a new Baptist paper called the "Baptist Weekly Journal," now published in Cincinnati, and known as the "Journal and Messenger." In October of the same year he was elected a member of the Board of Trustees of "Granville Literary and Theological Institution," then not yet opened. He was thus one of the first eighteen trustees of the College. From that time to the present his connection with the College, either as a member of the Board of Trustees or as a member of the Faculty, has been uninterrupted. In 1838 he was called to the position of Vice-President and Professor of Mental and Moral Science, in which capacity he served, as above stated, until 1843. During the greater part of the period from 1843 to 1857 he was district secretary of the American Baptist Missionary Union. During the years 1857 and 1858 he was a teacher in Fairmount Theological Seminary, near Cincinnati. In 1859 he was recalled to Granville to take the position of Professor of the Latin and Greek Languages. This position he held until 1868, when the duties of the professorship were divided, he retaining the department of Latin, and that of Greek being assigned to a new professor.

Old age has at length compelled him to retire from active service. His name is, however, still retained among the Faculty as Emeritus Professor, and he still resides at the University. No other man has been so long and so intimately connected with the life of the University, and no other man is so thoroughly acquainted with its history.

Rev. Silas Bailey, D.D., LL.D., the third President of the College, was a graduate of Brown University of the class of 1834. He was called to the presidency in 1846, and resigned it in 1852. He then became President of Franklin College, Indiana, a position which he held for ten years. He was afterward Professor of Metaphysics in Kalamazoo College, Michigan, and pastor of the Baptist church at Lafayette, Indiana. In the winter of 1873-4, unfitted by age and in-

firmity for active service, he left this country to visit Europe. His death occurred at Paris, June 30, 1874.

Rev. Jeremiah Hall, D.D., the successor of Dr. Bailey, and President from 1853 to 1863, was born in Swanzey, New Hampshire, in 1805. He received his academic education in Brattleboro Academy, and graduated from Newton (Massachusetts) Theological Institution in 1830. While pastor of the Baptist church in Bennington, Vermont, he was the prominent instrument in the establishment of an academy, it is believed, at Townsend, in the same State, which, under the patronage of Baptists, educated a large number of youth. In 1835 he removed to Kalamazoo, Michigan, where, in connection with two other parties, he secured the location, at Kalamazoo, of what has since become Kalamazoo College. In 1846, while pastor at Norwalk, Ohio, he induced the Baptists of that vicinity to establish the Norwalk Academy, of which he became Principal. In 1852 he became pastor at Granville, and when, a year later, the resignation of Dr. Bailey left the College without a head, and the divided counsels of the denomination threatened disaster to the Baptist educational interests of the State, Dr. Hall rallied the disheartened friends of the College, organized them for work, was elected President, and held the position for ten years with much success.

Upon the resignation of Dr. Hall, in 1863, Rev. Samson Talbot, D.D., was elected President. Dr. Talbot was born near Urbana, Ohio, June 28, 1828. Immediately upon his conversion, in 1846, he determined to prepare himself for the Christian ministry, and with this in view he came to Granville in September, 1846. He completed the collegiate course and graduated in 1851. After spending a year as tutor in the College he entered Newton (Massachusetts) Theological Institution, from which he graduated in 1855. He filled the position of Tutor of Hebrew in that institution one year, and then became pastor of the First Baptist church of Day-



ton, Ohio. This position he occupied for seven years, until June, 1863, when he was elected President of Denison University, a position which he accepted not without considerable reluctance. The announcement of his election was received with joy by all the friends of the University. For ten years he threw himself with all his energy into the work of administration and instruction. But the burden proved too great. In the spring of 1873 his health became so impaired that he was compelled to abandon work, temporarily as was supposed by his friends, finally as the event proved. He died at Newton Centre, Massachusetts, June 29, 1873.

As student and teacher, both at Granville and at Newton, as pastor at Dayton, and, finally and more than all, as President of Denison University, Dr. Talbot made for himself a reputation as a clear, accurate, and exhaustive thinker, and as an indefatigable worker. The period of his administration of the affairs of the University was one of rapid yet solid growth, both as respects financial resources and standard of scholarship.



# GRAND RIVER INSTITUTE,

LOCATED AT

AUSTINBURG, ASHTABULA COUNTY, O.

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Grand River Institute became a chartered institution by act of the Legislature February 22, 1831. The original incorporators were Giles Cowle, Moses Wilcox, Eliphalet Austin (Judge), Orestes K. Hawleys, Joab Austin, Joseph M. Case, Jarius Guild, Ward Childs, Gaius W. St. John and Eliphalet Austin (Rev.).

The original name of the Institution was the Ashtabula County Institute of Science and Industry. This name was changed to that of Grand River Institute on the 22d of June, 1835, by permission of the Legislature. The object was stated to be "to carry young men through a thorough course of liberal education." A department for the education of females was added in 1840.

The first teacher of the Academy who led to the organization of the Institution, was Mr. Lucius M. Austin. After the incorporation, the first Principal was Ralph M. Walker, a graduate of Western Reserve College. The second Principal was Rev. Thomas Tenny, a graduate of Dartmouth. With him was associated Miss Betsy M. Cowles, the first lady Principal. The third Principal was Rev. Seth Waldo. Following him were Mr. A. A. Smith, Rev. S. J. Davis, Messrs. Lucius M. Austin, Geo. McMillan, Joseph Barnum, Geo. Walker and Myrton L. Pinney.

Since 1868, J. Tuckerman, A. M., has been Principal.

The present instructors are : J. Tuckerman, teacher of Higher Mathematics and Mental and Moral Science ; Rev. L. B. Tuckerman, A. M., teacher of Ancient and Modern Languages ; Miss Hattie Linn, B. S., Preceptress ; Mrs. E. E. Tuckerman, teacher of French ; Mrs. Mary E. Tuckerman, Assistant and Language Teacher ; L. P. Hodgeman, teacher of Book-keeping ; S. A. Searle, teacher of Penmanship ; Thomas Hopkins, Professor of Music.

The course of study embraces two Departments, the Normal and Academic.

The Normal embraces Reading and Elocution, Arithmetic, Mental, Practical and Philosophical ; Geography, Descriptive, Mathematical and Physical ; English Grammar and Analysis, Algebra and Latin, Penmanship and Book-keeping, Natural Philosophy, with Experiments, Lectures on Teaching.

The Academic course embraces Algebra, Geometry, Trigonometry, Analytical Geometry, Calculus and Mechanical Philosophy, Latin Grammar and Reader, Cæsar, Cicero's Orations against Cataline, Virgil, six books, Tacitus and Horace, Greek Grammar and Reader, Xenophon's Anabasis and three books of Homer, Geography of the Heavens, Chemistry, Botany and Geology, English Literature, Logic, Rhetoric, Mental Philosophy, Constitution of the United States and Butler's Analogy ; also French and German.

#### ATTENDANCE.

The attendance during the early history of the Institution varied from 75 to 150. In 1867 the number was about 60. Since 1868 the average attendance has been nearly 200, and the annual catalogues give an average of about 290 names of students for each year.

The academic year closing June 10, 1875, had an attendance of 181 gentlemen and 164 ladies, total 345.

Of this number 94 were in the Classical Course, and 251 in the English.

#### GRADUATES SINCE 1869.

Since the above date there have been 52 graduates. Of that number 16 have continued their studies at College—six entering the Senior Class, two the Junior Class, six as Sophomores and two as Freshmen. Of the remainder a large majority are teachers, most of the gentlemen being Principals of Union Schools or Academies.

Quite a number have entered College before they had completed the course at Grand River. One of these entered the Senior Class at Hillsdale, Mich., and graduated with honor.

During the winter months, from 40 to 50 of the under graduates engage in teaching.

#### FINANCIAL STATEMENT.

Value of buildings and grounds, about .....	\$10,000 00
Amount of production funds.....	10,500 00
Income from above funds about.....	800 00

#### LITERARY SOCIETIES.

Of these there are two, one for gentlemen and one for ladies. Each society has a fine library. The exercises of the "Disputatorian" consist mainly of debates, declamations and orations. Those of the "Fiat Justitiam" consist of essays and discussions and vocal and instrumental music.

#### FACILITIES FOR BOARDING.

Rooms for self-boarding can be found in the vicinity. Board in private families costs from \$3.50 to \$4.50 per week. Board in the Hall costs from \$2 to \$2.35 per week.

Prominent among those who received their early education here are Edwin Cowles, of Cleveland, O.; Judge



Samuel Cowles, of San Francisco, Cal. ; Alfred Cowles, of Chicago, Ill. ; Gen. Chauncey Hawley, Little Rock, Ark. ; Wm. Price, Esq., Cleveland ; Ex-Lt.-Gov. Alphonso Hart, Ravenna, O. ; Matthew Reed, Hudson, O. ; Rev. Jeremiah Butler, Fairview, N. Y. ; Rev. Rolin Sawyer, D. D., Irvington, N. Y. ; Dr. Edwin Griswold, Portsmouth, O. ; Dr. Edward Snow, Dearborn, Mich. ; Dr. Myron Owen, Tex. ; Mrs. Mary Tenny Hamlin, Constantinople, Turkey ; John Brown, jr., Put-in Bay, O. ; Miss Caroline Rasom, Washington, D. C.

# HEIDELBERG COLLEGE.

This Institution was founded in 1850, by direction of the Synod of Ohio of the German Reformed Church, now known as the Reformed Church in the United States. Its name, "Heidelberg College," may be traced ultimately to the University of Heidelberg, in Germany, although it was derived directly from the "Heidelberg Catechism," the symbol of faith of the church under whose auspices the College was founded, and is still conducted. The College was legally organized under a

## CHARTER

granted by the General Assembly of Ohio, passed February 13, 1851, a copy of which may be found in the volume of "Local Laws of Ohio," enacted during the sessions of 1850 and 1851. The following are the names of the corporators: R. W. Shawhan, W. H. Gibson, H. Shaul, William Barrick, H. St. John, J. W. Wilson, Lewis Baltzell, Robert Crum, Frederick Wahl, Dennis C. Stoner, Jacob Kroh, S. B. Leiter, D. Kemmerer, H. K. Baines, J. H. Good, G. W. Williard, E. V. Gerhart and Jesse Steiner, who, by a provision of the charter, constituted the Board of Trustees until their successors were duly elected and qualified.

## THE BOARD OF TRUSTEES

is composed of twenty-four members, who are elected by the Synod of Ohio, of the church above mentioned, and serve for a term of four years (six of them being elected each year), and enjoys and exercises all the rights, powers and incidents usual to College and University corporations in the State of Ohio.

According to the charter Religion, Morality and Learning are the objects for the promotion of which the College was founded. For the advancement of these fundamental interests full provisions have been made.

#### THE LOCATION

of the College is in the City of Tiffin, in the county of Seneca. This city is easily accessible from all points, by means of the following railroads running through it, viz: Cincinnati, Sandusky and Cleveland; the Toledo, Tiffin and Eastern; the Mansfield, Coldwater and Lake Michigan; and the Baltimore, Pittsburgh and Chicago railroads. The healthful climate, natural beauty of the place, and its central location with respect to the territory of the Reformed Church in the West, are among the principal considerations which led to the selection of Tiffin as the site for Heidelberg College.

#### THE COLLEGE CAMPUS

contains about nine acres of ground, situated within the corporate limits of the city of Tiffin, and bounded by streets on all sides. The grounds are beautifully adorned with flower gardens, gravel walks, evergreens in great abundance, some of which are very large and beautiful, and a great variety of deciduous trees. Besides the campus and grounds in Tiffin, the College owns a little over six thousand acres of land in the State of Missouri.

#### THE COLLEGE BUILDINGS

are three in number, embracing the main College edifice, the Ladies' Hall, and the President's residence. The principal building is of brick, and is one hundred and four feet in length and sixty-four feet in depth, except the wings, which are forty-seven feet deep. It is four and one-half stories in height, and contains a chapel, recitation rooms, society halls, rooms for the libraries, cabinets and philosophical instruments, and thirty-two rooms for Students, making in all fifty.

rooms. This building was erected in the year 1852, when building material and labor were cheap, at a cost of about \$15,000. Before the erection of this building, the recitations and exercises of the College were held in rooms rented for the purpose, on Washington street, Tiffin.

The next building of importance is the Ladies' Hall, a large three story brick structure, erected in 1873, for the accommodation of ladies. There is a large dining hall connected with this building, where gentlemen are permitted to take their meals. Besides the rooms for young ladies, there are also rooms in this building for a Steward and family, and a Matron.

The third building on the College grounds is the President's house, a large two-story brick residence, erected at a cost of about \$5,000. The total value of all the buildings now on the grounds is about \$30,000.

#### ENDOWMENTS AND SCHOLARSHIPS.

The main part of the endowment has been given by individuals connected with the Reformed Church. The endowment now amounts to about \$100,000, one-half of which has been contributed, or rather paid, for scholarships of fifty and one hundred dollars. Some half dozen friends of the College have given \$1,000 each to the endowment. Of the above mentioned endowment, about \$60,000 are now available; the remainder is given in the form of notes, payable at the death of the donors, without interest. In 1872 R. W. Shawhan, of Tiffin, donated to the College 6,000 acres of land in Missouri. The College has not, as yet, received any income from this donation of land.

#### PLAN OF EDUCATION.

Heidelberg College was founded upon a broad and comprehensive basis. The plan of its founders embraced five courses of study, viz:

I. A Preparatory Course, embracing a period of two years.

II. A Classical Course, embracing, as usual, a period of four years, and including all the studies usually taught in Colleges.

III. A Scientific Course, embracing a period of three years and adapted to the wants of the great mass of practical men.

IV. A Teacher's Course, or Normal Department, embracing three years, designed to prepare young men and women for the profession of teaching with special adaptation to the wants of the Common School System of Ohio and the Western States.

V. A Farmer's Course, embracing three years also, and including a practical and thorough knowledge of the English branches, the Natural Sciences, Mathematics and Scientific Agriculture.

The Teacher's and Farmer's Courses, as distinctive courses, were soon abandoned, because it was thought that the Classical and Scientific Courses covered about the same ground *fundamentally*, and met the requirements of all classes of students sufficiently well. Normal instruction, however, is still given to all who desire it.

#### THE CO-EDUCATION OF THE SEXES

has been a prominent feature of Heidelberg College from the beginning. Young ladies are allowed to pursue either of the established courses of study, and to recite in the classes with the gentlemen. The experiment has proved that the joint education of the sexes *can* be maintained and carried out with the most satisfactory results. The presence of the opposite sex in the recitation room seems to exert a healthful and stimulating influence upon both young men and ladies. The ladies have generally pursued the Scientific or English course. Some have pursued and excelled in the Classical Course. The first young lady graduate of the Classical Course was Miss Florence Cronise, who graduated in 1865.



## THE COURSES OF STUDY

now laid down and required in the College proper are the following :

### THE CLASSICAL COURSE,

which embraces four years, as follows :

#### FRESHMAN CLASS.

##### FALL SESSION.

1. Latin—Virgil's *Æneid* and Latin Composition.....Chase
2. Greek—Xenophon's *Anabasis*.....Owen
3. Mathematics—Higher Algebra.....Loomis
4. Classical Antiquities.....Fiske
5. Physical Geography.....Mitchel
6. Elocution .....Kidd
7. German\*.....

##### WINTER SESSION.

1. Latin—Virgil's *Æneid* and Latin Composition.....Chase
2. Greek—Homer's *Iliad*.....Owen
3. Mathematics—Higher Algebra.....Loomis
4. Ancient History and Geography..... Bloss
5. Biblical Antiquities.....Nevin
6. Lectures on Biblical History.....
7. Elocution .....Kidd
8. German\*.....

##### SPRING SESSION.

1. Latin—Livy and Latin Composition.....Lincoln
2. Greek—Homer's *Iliad*.....Owen
3. Mathematics—Plane Geometry.....Loomis
4. Biblical Antiquities..... Nevin
5. Lectures on Biblical History .....
6. Botany.....Wood
7. Elocution.....Kidd
8. German\*.....

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Studies marked thus \* are optional.

## SOPHOMORE CLASS.

### FALL SESSION.

1. Latin—Livy.....Lincoln
2. Greek—Herodotus.....Harper's Text
3. Mathematics—Solid Geometry and Conic Sections.....Loomis
4. History of Greece.....Smith
5. Botany .....Wood
6. Composition.....Quackenbos
7. German\*.....

### WINTER SESSION.

1. Latin—Horace's Odes.....Harper's Text
2. Greek—Herodotus .....Harper's Text
3. Mathematics—Plane Trigonometry and Mensuration...Loomis
4. History of Greece.....Smith
5. Zoology.....Agassiz and Gould
6. Composition.....Quackenbos
7. German\*.....

### SPRING SESSION.

1. Latin—Horace's Satires.....Harper's Text
2. Greek—Æschines de Corona .....Champlin
3. Mathematics—Surveying, Leveling, Navigation and  
Spherical Trigonometry.....Loomis
4. History of the Middle Ages.....Hallem
5. Physiology .....Dalton
6. Composition.....Quackenbos
7. German\*.....

## JUNIOR CLASS.

### FALL SESSION.

1. Latin—Tacitus de Germania.....Anthon
2. Greek—Demosthenes de Corona.....Champlin
3. Mathematics—Analytical Geometry.....Loomis
4. Psychology.....Rauch
5. Rhetoric .....Coppee
6. Modern History.....Lord
7. Orations .....
8. German\*.....

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Studies marked thus \* are optional.

## WINTER SESSION.

1. Latin—Tacitus' *Annals*.....Anthon
2. Greek—Æschylus' *Prometheus Vincetus*.....Oxford Edition
3. Mathematics—Differential and Integral Calculus.....Loomis
4. Inorganic Chemistry.....Youman
5. Philosophy of History.....
6. Psychology .. .....Porter
7. Logic .....Beck
8. Orations.....
9. German\*.....

## SPRING SESSION.

1. Latin—Cicero de *Oratore*.....Kingsley
2. Greek—Sophocles' *Œdipus Tyrannus*.....Oxford Text
3. Mechanics\*.....Olmsted
4. Integral Calculus.....Loomis
5. Logic.....Thomson
6. Philosophy of History.....
7. Inorganic Chemistry.....Youman
8. Orations.....
9. German\*.....

## SENIOR CLASS.

### FALL SESSION.

1. Latin—Cicero de *Officiis*.....Thatche
2. Greek—Plato's *Gorgias*.....Woolsey
3. Moral Philosophy.....Alexander
4. History of English Literature.....Shaw
5. Geology and Mineralogy .....Dana
6. Physics .....Olmsted
7. Orations.....
8. German.....

### WINTER SESSION.

1. Latin—Cicero de *Officiis*.....Thacher
2. Astronomy.....Loomis
3. Political Economy.....Perry
4. Moral Philosophy.....Haven
5. History of English Literature.. .....Shaw
6. Geology .....Dana

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Studies marked thus \* are optional.

7. History of Philosophy.....Schwegler
8. Studies in English.....DeVere
9. Orations.....
10. German.....

#### SPRING SESSION.

1. Greek Testament .....Spencer
2. Astronomy .....Loomis
3. Evidences of Christianity.....Barrows
4. Æsthetics .....Bascom
5. Astronomy .....Loomis
6. History of Philosophy.....Schwegler
7. Orations.....
8. German.....

#### SCIENTIFIC COURSE,

EMBRACING THREE YEARS, AS FOLLOWS:

#### FRESHMAN CLASS.

##### FALL SESSION.

1. Higher Algebra.....Loomis
2. Analysis .....Greene
3. Descriptive Astronomy.....Steele
4. History of Greece.....Smith
5. Physical Geography.....Mitchell
6. Elocution .....Kidd
7. Latin \*.....
8. German\*.....

##### WINTER SESSION.

1. Higher Algebra.....Loomis
2. Analysis.....Greene
3. Biblical Antiquities.....Nevin
4. Lectures on Biblical History.....
5. Ancient History and Geography .....Bloss
6. Natural Philosophy.....Steele
7. Elocution .....Greene
8. Latin\*.....
9. German\*.....

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Studies marked thus \* are optional.

### SPRING SESSION.

1. Plane Geometry.....Loomis
2. Botany.....Wood
3. History of the Middle Ages.....Hallam
4. Biblical Antiquities.....Nevin
5. Lectures on Biblical History.....
6. Analysis.....Greene
7. Elocution.....Kidd
8. Latin\*.....
9. German\*.....

### SOPHOMORE CLASS.

#### FALL SESSION.

1. Psychology.....Rauch
2. Solid Geometry and Conic Sections.....Loomis
3. Botany.....Wood
4. Rhetoric.....Coppee
5. Modern History.....Lord
6. Composition.....Quackenbos
7. German\*.....

#### WINTER SESSION.

1. Psychology.....Haven
2. Logic.....Beck
3. Plane Trigonometry Mensuration.....Loomis
4. Philosophy of History.....Lord
5. Zoology.....Agassiz and Gould
6. Inorganic Chemistry.....Youman
7. Composition.....Quackenbos
8. German\*.....

#### SPRING SESSION.

1. Logic.....Thomson
2. Surveying, Leveling, Navigation and Spherical Trigonometry.....Loomis
3. Philosophy of History.....Lord
4. Physiology.....Dalton
5. Physics.....Olmsted
6. Organic Chemistry.....Youman
7. Composition.....Quackenbos
8. German\*.....

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Studies marked thus \* are optional.



## SENIOR CLASS.

### FALL SESSION.

1. Moral Philosophy.....Alexander
2. History of English Literature.....Shaw
3. Analytical Geometry\*.....Loomis
4. Physics.....Olmsted
5. Geology and Mineralogy.....Dana
6. Orations.....

### WINTER SESSION.

1. Moral Philosophy .....Haven
2. Political Economy.....Perry
3. History of English Literature.....Shaw
4. History of Philosophy.....Schwegler
5. Differential Calculus.....Loomis
6. Geology .....Dana
7. Studies in English.....DeVere
8. Orations .....

### SPRING SESSION.

1. Evidences of Christianity.....Barrows
2. Æsthetics .....Bascom
3. Astronomy .....Loomis
4. History of Philosophy.....Schwegler
5. Integral Calculus.....Loomis
6. German.....
7. Orations .....

\*The student can take either Mathematics or German.

### DEGREES.

*Bachelor of Arts.*—The degree of Bachelor of Arts is conferred on those students who have completed the regular Classical Course of study, and have stood an approved examination.

*Bachelor of Science.*—This degree is conferred on those who have completed, in a satisfactory manner, the Scientific Course, and have stood an approved examination.

The Graduation Fee in the case of each student, in either of the courses of study, is five dollars.

The degree of Master of Arts is conferred at the end of three years, on such graduates in the Classical Course as

apply for it and give evidence of having made commendable progress in their studies, and maintained a good moral character, on the payment of a fee of five dollars. The degree of Master of Science is conferred upon graduates in the Scientific Course upon the same terms.

#### RELIGIOUS INFLUENCES.

No sectarian instruction is required or given by the College. But as a complete education includes a full development of all the powers of man—moral, intellectual and physical, it is a main object of this institution to conduct every course of study in such a spirit as will contribute directly to the moral and religious training of all the students. The institution is opened every morning with an appropriate religious exercise, conducted by one of the Professors, which all the students are required to attend, unless excused by request of their parents or guardians. The students are also required to attend public worship in the College Chapel on Sunday, unless excused.

#### PREPARATORY DEPARTMENT.

From the beginning there has been a preparatory department connected with the College. It has been, and is still, conducted by the Professors of the College with the assistance of competent tutors, as one of the departments of the institution. This department embraces a course of two years' study, as follows:

##### *Junior Year.*

**FALL SESSION**—Intellectual and Practical Arithmetic; Geography; English Grammar (Greene); Composition (Quackenbos' First Lesson); Penmanship.

**WINTER SESSION**—Latin Grammar (Harkness); Intellectual and Practical Arithmetic; Geography; English Grammar (Greene), Composition (Quackenbos' First Lessons); Penmanship.

**SPRING SESSION**—Latin Grammar and Reader (Harkness); Intellectual and Practical Arithmetic; Geography; English Grammar (Greene); Composition (Quackenbos' First Lessons).

### *Senior Year.*

FALL SESSION—Greek (Harkness); Latin Grammar (Harkness); Algebra; Analysis (Greene); Descriptive Astronomy; Composition and English Exercises.

WINTER SESSION—Greek (Harkness); Latin Grammar (Harkness), and Caesar's Commentaries; Analysis (Green); Algebra; Natural Philosophy; Composition and English Exercises.

SPRING SESSION—Xenophon's Anabasis; Caesar's Commentaries; Analyses (Greene); Algebra; Natural Philosophy; Composition.

Scientific Course the same, excepting Latin and Greek.

### THEOLOGICAL SEMINARY.

There is also nominally connected with the College, and located upon the same premises, a theological seminary known as Heidelberg Theological Seminary, which, however, has a separate organization and its own Board of Trustees. Its sessions and vacations correspond with those of the College, and its course of study embraces a period of two and three-fourth years. Instruction in Theology is communicated through the medium of both the English and German languages.

### LIBRARIES.

The libraries of the institution contain about five thousand volumes, which, together with numerous pictures of American authors and College Alumni, are kept in a large and nicely furnished library room.

### THE CABINET

is kept in a room in the main edifice, well fitted for the purpose, and contains many rare specimens of fossils, minerals, etc. The College has, as yet, no regular laboratory. Experiments, however, are made in the presence of the class by the Professor of Natural Sciences. The apparatus and fixtures employed in making experiments are worth about one hundred dollars. The chemicals and other stock also about one hundred dollars.

There is no observatory connected with the College. The classes in Astronomy have the privilege of making observa-

tions, under the direction of the Professor of Astronomy, with the excellent telescope which belongs to the College.

#### THE TELESCOPE

is mounted upon a tripod. It was made by Alvan Clark & Sons, of Cambridgeport, Massachusetts, in 1872, at a cost of four hundred and fifty dollars. Size, 5-inch aperture. Besides the telescope, the College is furnished with an excellent microscope, which cost one hundred dollars, an air pump, electrical machine, and much other apparatus for the illustration of scientific principles.

#### METEOROLOGICAL OBSERVATIONS

are made by the Professor of Astronomy, and a record of them is sent to the War Department monthly, gratis; as follows: Record of temperature, amount of cloudiness, rainfall, depth of snow and direction of wind. Three observations are made daily, viz: At 7 A. M., 2 P. M. and 9 P. M.

#### THE COLLEGE FACULTY

is at present constituted as follows:

Rev. G. W. Williard, D. D., President, Professor of Intellectual and Moral Philosophy, Logic and Evidences of Christianity.

Rev. R. Good, A. M., Professor of the Natural Sciences.

C. Hornung, A. M., Professor of Mathematics and Mathematical Philosophy.

O. A. S. Hursh, A. M., Professor of the Latin and Greek Languages.

Charles O. Knepper, A. M., Alumni Professor of Belles Lettres, Æsthetics and History.

Rev. H. Zimmerman, Professor of the German Language and Literature.

C. D. Bogart, Instructor in Vocal Music.

Advanced students in the College and students of the Theological Seminary, are employed as tutors, from time to time, as necessity requires.

# COLLEGE STATISTICS.

The following table shows the number of students in each class annually from 1852, and also the number graduating each year:

YEARS.	Preparatory Department.	UNDERGRADUATES.				Graduates.
		Fresh- men.	Sopho- mores.	Junior.	Senior.	
1853.....	15	61	82	16	.....	.....
1854.....	8	81	86	17	11	2
1855.....	7	78	104	31	7	2
1856.....	9	53	98	15	12	5
1857.....	20	59	55	8	5	5
1858.....	16	62	61	13	8	5
1859.....	80	33	5	9	6	5
1860.....	67	17	12	4	5	5
1861.....	124	18	15	12	5	5
1862.....	120	15	12	10	4	4
1863.....	101	14	10	8	.....	.....
1864.....	116	35	30	15	1	1
1865.....	105	15	12	9	4	4
1866.....	151	10	8	4	5	5
1867.....	137	21	11	4	4	4
1868.....	156	40	16	2	13	9
1869.....	110	32	20	6	14	10
1870.....	96	40	25	7	13	10
1871.....	117	27	15	15	8	8
1872.....	83	17	23	5	16	15
1873.....	78	29	17	5	10	9
1874.....	124	31	22	11	8	7
1875.....	106	50	23	11	18	18
Total .....	1,946	833	763	237	177	138



## LITERARY SOCIETIES.

There are, at present, three literary societies connected with Heidelberg College for the improvement of the Students in the graces of Composition, Oratory and Debate. The names and statistics of these societies are as follows:

NAMES.	WHEN FOUNDED.	No. of Volumes in Library.	EXPENSES.		MEMBERSHIP.	
			Initiation Fee.	Annual Dues.	Present No.	Total No. from beginning.
Excelsior .....	Sept. 18, 1851.....	1,424	\$5 00	\$2 25	36	383
Heidelberg.....	April 15, 1859 .....	675	3 00	2 25	30	243
Delphian .....	Nov. 20, 1870.....	30	.....	1 50	20	70

## THE COLLEGE PUBLICATIONS

are its annual catalogue, occasional circulars, and the "College Times," a monthly periodical devoted to the interests of the College, and edited by students.

In behalf of the Faculty, by

O. A. S. HURSH,

*Professor of Latin and Greek.*



## HILLSBORO FEMALE COLLEGE.

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Hillsboro Female College is successor to Oakland Female Seminary, which was organized the first Monday in May, 1839, by J. McD. Mathews, whose private enterprise it was, and who was Principal during a prosperous career of eighteen years. In 1857, the school was transferred to the College, of which he became President.

In 1860 he resigned the Presidency, and Rev. W. G. W. Lewis was appointed President.

In 1863 Rev. Henry Turner was appointed President.

In 1864 Rev. Allen T. Thompson was appointed President.

In 1865 Rev. David Copeland was appointed President.

In 1872 Jos. McD. Mathews was reappointed President, and he still has charge in 1876.

The College is a large, handsome brick building, ninety feet long by one hundred and twenty deep, three stories high. It is one of the best educational buildings in Ohio. Parlors, halls, chapel, bedrooms and recitation rooms are all spacious and comfortable. There is a library of seven or eight hundred volumes, most of which was transferred from the Oakland Seminary. It is called Oakland Library. Misses Etta Fultz and Sallie E. Mathews are Librarians.

There is a good telescope, six feet long, five inches aperture, mounted on the roof of the College, which makes a good observatory.

There are many specimens of shells and minerals, chemical and philosophical apparatus, electrifying machine, air pump, galvanic batteries, pneumatic cistern, &c., &c., kept in the library room, which answers for a laboratory.

Hon. Jos. J. McDowell was President of the Board of Trustees of the Oakland Seminary, and S. E. Hibben, Esq., Secretary.

J. H. Thompson, Esq., was President of the Board of Trustees of the College when first organized, and Jacob Sayler, Esq., Secretary and Treasurer.

At present, 1876, Hon. John A. Smith is President of the Board of College Trustees, and James Reese, Esq., Secretary and Treasurer.

The Sigourney Literary Society was organized more than thirty years ago in Oakland Seminary, and transferred to the College in 1857. Miss Minnie Nettleton is President.

Both Seminary and College have aimed to establish a high standard of female education, and to have the scholarship of their graduates equal to the best. They have educated many excellent teachers, and many estimable ladies now presiding over their own families.

JOS. McD. MATHEWS,

*President H. F. C.*

# HIRAM COLLEGE.

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BY B. A. HINSDALE, PRESIDENT.

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Hiram College is located at Hiram, Portage County, Ohio, three and one half miles from Garrettsville, on the A. & G. W. Railway. The following sketch of its history will be divided into appropriate heads.

## 1.—FOUNDING OF THE ECLECTIC INSTITUTE.

This Institute, like so many other educational foundations, had its origin in a religious movement. Between 1820 and 1830 the body of Christians called THE DISCIPLES, sometimes simply CHRISTIANS, had its rise. As the body did not originate in any striking historical event, as a secession or an excision, but in general religious conditions, it is impossible to assign a definite date. From the first, this movement took a strong hold of Northern Ohio, and especially of the Western Reserve, where its following soon became large. At first the Disciples had no school of any sort, Bethany College, Bethany, W. Va., founded in 1841, being their oldest institution. As early as 1844-5, some of the Disciples of the Reserve began to feel that they needed an institution of learning under their immediate control ; which feeling rapidly became general and grew into a confessed want. Nothing, however, was done to supply the want until the year 1849. In the intervening years there had been a thorough discussion of the project, and a substantial unanimity had been reached ; as is shown by the rapid-

ity of the movement when once practical steps began to be taken. The first of these steps was taken by an informal meeting of representative men from several churches, held in Russell, Geauga County, June 12, 1849. This meeting was called at the suggestion of A. L. Soule, Esq., who was prominently connected with the enterprises of the Disciples in Ohio a quarter of a century ago. The proposition to establish a school was unanimously approved, and the secretary of the meeting was instructed to call, in its name, a convention of Church delegates, at which the views of a larger number of people might be ascertained. Such a convention was held in Bloomfield, Trumbull County, in August of the same year, when the proposition was again approved and a call issued for a second delegate convention, to be held in Ravenna in October. In Ravenna aims and plans were discussed. Some were in favor of establishing a college; others favored a school of high but not of collegiate rank. After discussion, the latter view prevailed, all the delegates acquiescing in the final decision. A third delegate convention, held in Aurora, November 7, located the school at Hiram. This was after a spirited contest, Russell having ten votes to Hiram's seventeen on the last ballot. A fourth delegate meeting was held in Hiram, December 20, when a provisional board was elected and other necessary action taken. The Legislature, by special act, March 1, 1850, granted a charter which had been drawn up by Charles Brown, A. S. Hayden, and Isaac Errett, assisted by Judge Leicester King, of Warren. May 7 following, the Board of Trustees organized under this charter. The same summer, near but a little south of the crest of the watershed dividing the waters of the Lake from those of the Ohio, in the middle of an eight-acre enclosure that has since become one of the most beautiful campuses in the State, as it is by nature one of the most commanding, a substantial, commodious, and beautiful building, three stories high, with a front of eighty-four feet and a depth of sixty-four, was erected. In this building, November 27, 1850, the new school went into operation. It was called THE WESTERN RESERVE ECLECTIC INSTITUTE. Isaac Errett, then pastor of the Disciples' Church in Warren, suggested the name. The leading promoters of the enterprise



were Adamson Bentley, Wm. Hayden, A. S. Hayden, A. L. Soule, Ebenezer Williams, W. A. Belding, A. B. Green, J. P. Robison, George Pow, Isaac Errett, Charles Brown, Symonds Ryder, Alvah Udall, Aaron Davis, J. H. Jones, Leicester King, E. B. Violl, M. J. Streater, Myron Soule, Benjamin Soule, W. A. Lillie, Zeb Rudolph, Anson Matthews, Alanson Baldwin, Wm. Richards, B. F. Perkey, J. A. Ford, Carnot Mason, and Kimball Porter. Most of these men were members of the Disciples' Church, fully one half being ministers. All of them were well known in Northern Ohio, and many of them had a much wider celebrity. Funds to purchase the grounds and build the building were obtained by individual and church subscriptions. At this distance it is impossible to tell what the first cost of the grounds, building, and furniture was. The Eclectic Institute was built by a popular movement, and there were no donors to the funds in such amounts as to entitle them to particular mention. The healthfulness of the locality, the morality and liberality of the community, and the existence there of a flourishing church, appear to have been the decisive considerations in locating the school at Hiram. At that time, it should be added, the railroad system of Ohio did not exist in fancy, much less in fact.

## 2.—AIMS OF THE INSTITUTE.—THE CHARTER.

The aims of the School were both general and special; more narrowly they were these:

- (1) To provide a sound scientific and literary education.
- (2) To temper and sweeten such education with moral and scriptural knowledge.
- (3) To educate young men for the ministry.

One peculiar tenet of the religious movement in which it originated, was impressed upon the Eclectic Institute at its organization. The Disciples believed that the Bible had been in a degree obscured by theological speculations and ecclesiastical systems. Hence, their religious movement was a revolt from the theology of the schools, and an overture to men to come face to face with the Scriptures. They believed, also, that to the Holy

Writings belonged a larger place in general culture than had yet been accorded to them. Accordingly, in all their educational institutions they have emphasized the Bible and its related branches of knowledge. This may be called the distinctive feature of their schools. The charter of the Eclectic Institute therefore declared the purpose of the institution to be : "The instruction of youth of both sexes in the various branches of literature and science, especially of moral science as based on the facts and precepts of the Holy Scriptures." What this special aim was, and how it has been realized, will be more fully stated under another head. Here follows an outline description of the machinery provided by the charter for carrying forward the work proposed.

The Act of Incorporation consists of seven sections. The first created George Pow, Samuel Church, Aaron Davis, Isaac Errett, Carnot Mason, Zeb Rudolph, Symonds Ryder, J. A. Ford, Kimball Porter, William Hayden, Frederick Williams, and A. S. Hayden, a body corporate and politic, by the name and style of the Western Reserve Eclectic Institute, to be located in Hiram. It further invested these incorporators with the power of perpetual succession, and limited the capital stock of the corporation to \$50,000, to be divided into shares of \$25.00 each, and to be used for no purpose other than education. Section second clothed the corporation with the usual powers in respect to buying, selling, and holding property. The third declared that the corporate concerns of said Institute should be managed by a Board of Trustees of not less than nine nor more than twelve men, any five of whom shall constitute a quorum; and invested them with the power to fill vacancies, to appoint the customary Board officers, to select teachers, and to exercise a general management over the affairs of the Institution. Section fourth provided that the President of the Board shall execute all contracts and seal them with the corporate seal. Section fifth provided for the election by the stockholders of a Board of Trustees so soon as \$7,000 was subscribed to the capital stock, limiting the electoral power of the stockholders by this provision: "Provided that no stockholder shall have more than four votes for \$100, six votes for \$200, seven votes for

\$300, and eight votes for \$400 or more." It provided, also, that no one should vote on stock not paid up. One third of the Board, after the first election, were to be elected each year. The sixth section provided for annual meetings of the stockholders to elect trustees, but said a failure to elect should not work the dissolution of the corporation. The last section gave the Board power to make by-laws for the government of the Institution, and to prescribe the mode of transferring the stock. As it is an open question how College Boards of Trustees should be elected, it is proper to add that, in Hiram, the stockholders' plan has always worked well.

### 3.—THE ECLECTIC INSTITUTE AT WORK.

The Board of Trustees, July 17, 1850, chose A. S. Hayden, a preacher of culture, who had been connected with all the preliminary movements, Principal of the Institute. His principal associate in the faculty, at first, was Thomas Munnell, an alumnus of Bethany College, since more widely known as a preacher and the Secretary of the General Missionary Society of the Disciples. More help being needed, Mr. C. D. Wilber, since well known in the West as a geologist, and Miss Almeda A. Booth,\* well known in Ohio as an elegant scholar and an accomplished teacher, were called to the assistance of Mr. Hayden and Mr. Munnell. Mr. Hayden taught Moral Philosophy and Sacred History; Mr. Munnell, Ancient Languages and History; Mr. Wilber, Natural Sciences; Miss Booth, English Studies at first, later, both Mathematics and Languages. In the Fall of 1851, Mr. Norman Dunshee, an alumnus of Western Reserve College now Professor of Mathematics in Oskaloosa College, Iowa, was called as teacher of Mathematics and Modern Languages. Changes in the corps of instructors were somewhat frequent.

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\*Since the above words were written, this estimable lady and accomplished teacher has passed to her reward. She came to Hiram in the spring of 1851, and remained in active service, except one year spent in Oberlin College, until Commencement, 1866—in all, forty-three terms. She came to Hiram as a teacher of English Studies, but soon became Principal of the Ladies' Department. She excelled in teaching English Studies, and also Languages and Mathematics. Her power over students was very great, and her death is lamented by thousands. After leaving Hiram, she served several years in the public schools of Cuyahoga Falls. It is no exaggeration to say that in Northern Ohio no lady teacher has surpassed Miss Booth, taking into account length of service, number of pupils taught, uniform success, and strength of personal influence.

In the catalogue for the year 1852-3, appear the names of Amaziah Hull, now Professor of Languages in Oskaloosa College, and J. A. Garfield, since so well known in the military and political service of the country; the first as teacher of Mathematics and Sciences, the second as teacher of English Studies and Ancient Languages. S. S. Hillier, now an attorney in New York, appears in two or three early catalogues. A little later, the names of H. W. Everest, now Professor of Natural History in Kentucky University, Lexington, Ky., and J. H. Rhodes, now an attorney in Cleveland, both prominent teachers, appear; the first in the department of Mathematics and Science, the second as a teacher of Mathematics and Languages, as well as of English branches. The names of other teachers whose work need not be described, since they were less permanent, scattered through seventeen years, are Mrs. Phoebe Drake, Laura A. Clark, Calista O. Carlton, Sarah Udall, and J. B. Crane. Other instructors who served for a brief period or in subordinate positions, are passed by for want of space. Provision was made for teaching Music, Drawing, and Penmanship. J. W. Lusk and the Spencers, father and sons, were for many years employed as teachers of penmanship. The learned T. E. Sulist served as an instructor for a time. In 1857, Mr. Hayden resigned the Principalship, and was succeeded by J. A. Garfield. The Institution, which had been very prosperous under Mr. Hayden's administration, now reached a still higher degree of prosperity. Mr. Garfield won a wide popularity as a teacher, manager, and lecturer on general and scientific topics. His active connection with the School ceased in 1861, though his name remained on the catalogue as acting or advising Principal three or four years longer. From 1861 to the organization of the college, there were frequent changes in the head of the School. H. W. Everest, C. W. Heywood, A. J. Thomson, and J. M. Atwater served for brief periods. After the School was fairly under way, most of the teachers were chosen from among those who had studied within its walls. Some of the instructors took high rank as teachers; a smaller number, a higher rank in other callings. The tuition receipts were the only funds available to pay instructors. As might be supposed, salaries were so small as to be almost insigni-

nificant, and teaching was largely a labor of love. This fact goes a good ways towards explaining the frequent changes mentioned above. At the same time, all of the most prominent teachers remained a number of years, becoming completely identified with the School and doing an amount of excellent teaching in the spirit of self-sacrifice that has never been properly appreciated but by the few.

The Institute rose at once to a high degree of popularity. On the opening day, eighty-four students were in attendance, and soon the number rose to two or three hundred per term. Students came from a wide region of country. Ohio furnished the larger number, but there was a liberal patronage from Canada, New York, and Pennsylvania; a considerable number came from the Southern States, and a still larger from the Western. These students differed widely in age, ability, culture, and wants. Some received Grammar School instruction; others High School instruction; while others still pushed on far into the regular College course. Classes were organized and taught in the collegiate studies as they were called for; Languages, Mathematics, Literature, Science, Philosophy, and History. No degrees were conferred, and no students were graduated. After they had mastered the English studies, students were allowed a wide range of choice. The principle of election had free course. A course of study was published in the catalogue after the first year or two; but it was rather a list of studies taught as they were called for than a curriculum that students pretended closely to follow. Leave is taken of the Eclectic Institute with the remark, that it soon won and continued to hold a first place among Ohio schools of similar rank.

#### 4.—ORGANIZATION AND WORK OF THE COLLEGE.

In the first part of this sketch, it has been stated that some of the founders of the Institution were in favor of establishing a college in the beginning. The proposition to re-organize it as a college was considered from time to time, until the Board decided to take that step. Acting under the statute of April 8, 1856, which empowers seminaries of learning incorporated by general law or special act to change their name and become colleges,



and after such change to confer the usual college degrees, the Board, February 20, 1867, changed the name of the Eclectic Institute, and clothed it with collegiate powers and responsibilities. As Hiram had become widely and favorably known as the seat of the Institute, the name now chosen was Hiram College. It was believed that this action would add to the usefulness and influence of the School, and that a stronger financial basis could be secured thereby. Both of these expectations have been met. June 19, 1872, the Board, in pursuance of the statute for such cases made and provided, increased the number of trustees to twenty-four. Except the action of February 20, 1867, and June 19, 1872, the original Act of Incorporation has not been changed. It should be added that a convention of friends of the Institution, held in Hiram, June 12, 1867, endorsed the action by which it was made a college. The College began its work August 31, 1867.

#### *Instructors.*

Dr. Silas E. Shepard, A. M., well known as scholar and writer, now of Troy, Pa., was the first President. He resigned at the close of one year. J. M. Atwater, A. M., Professor of the Ancient Languages under President Shepard, now pastor of the Disciples' Church at Worcester, Mass., succeeded him. After two years service he resigned. The present President entered on the duties of the office with the beginning of the College year 1870-71. He had previously taught several years in the Eclectic Institute, and had served one year in the College as Professor of History, Literature, and Political Science. A. M. Weston, A. M., since President of Eureka College, Ill., was Professor of Mathematics in the years 1867 and '68. J. C. Cannon, A. M., was the Professor of the Ancient Languages for the year 1869. Amzi Atwater, A. M., had served in the same capacity for the year 1868. I. N. Demmon, A. M., now the Principal of the Ann Arbor High School, held the same position with great acceptance in the years 1870 and '71. W. S. Atkinson, A. M., was the efficient Professor of Mathematics and Astronomy from 1870 to 1875 inclusive. Mr. O. C. Hill, now a member of the Senior Class of Williams College, Mass., was several years honorably connected with the



College as Principal of the Commercial Department. Misses L. M. Sackett and C. C. Munson, as well as Mr. E. B. Wakefield, have all rendered valuable services. Hon. T. W. Harvey and Capt. Wm. Mitchell have given normal instruction. At present the Faculty is organized as follows :

B. A. HINSDALE, A. M.—President, and Professor of Philosophy, History, and Biblical Literature.

G. E. BARBER, A. M.—Professor of the Greek and Latin Languages and Literatures.

G. H. COLTON, M. S.—Professor of Natural Science.

COLMAN BANCROFT, M. S.—Professor of Mathematics and Astronomy.

A. J. SQUIRE, M. D.—Lecturer on Chemistry and Philosophy.

MRS. MARIETTA CUSCADEN.—Principal of the Ladies' Department.

MRS. Mary E. HINSDALE.—Teacher of German.

MRS. J. C. ELLIS.—Teacher of Instrumental Music.

MRS. P. B. CLAPP.—Teacher of Penmanship.

### *Studies.*

The change in the name and rank of the Institution did not essentially change its aims and spirit. The work formerly done has gone on all the same. It was the addition of a College department to an academical and preparatory school. The announcement put forth in 1867 declared the aim of the College to be, "to furnish a course of training as thorough as any in the country;" "to bestow careful attention upon the classical languages;" and especially, "*to give a fuller course than is common in those branches which are modern and national.*" The last clause is emphasized because it describes a distinctive feature of the College. More than ordinary attention is paid to Historical and Political studies, particularly to those that bear upon the duties and rights of the American Citizen.

Like most Ohio colleges, Hiram prepares most of her candidates for admission to her regular classes. The preparatory course to the Classical Course is divided into two years of three terms each. To enter the Junior Preparatory Class, students must have finished the common English branches and have studied Latin

two terms. The studies of the Preparatory Department are shown in the following table :

JUNIOR.	SENIOR.
Latin Reader, Latin Composition, First Greek Book, Science of Government.	Cicero's Orations, Latin Composition, Xenophon's Anabasis, Greek Composition, Algebra.
Cæsar, Latin Composition, First Greek Book, History of the United States, Elocution.	Virgil, Xenophon's Anabasis, Greek Composition, Algebra.
Sallust, Latin Composition, Xenophon's Anabasis, Greek Composition, Rhetoric.	Virgil, Plato's Apology, Algebra.

The studies of the Classical Course are shown in this table :

FRESHMAN.	JUNIOR.
Livy, Homer's Iliad, Geometry.	Physics, Logic, English Literature.
Horace's Odes and Epodes, Demosthenes De Corona, Geometry, Conic Sections.	Physics, Rhetoric, Chemistry.
Tacitus, Botany, Trigonometry.	Astronomy, Anatomy and Physiology, Constitution of the United States, Genuineness and Authenticity of the Gospels.
SOPHOMORE.	SENIOR.
Surveying, American Political History, Cicero De Senectute, German.	Intellectual Science, History of Philosophy, Kames' Elements of Criticism, French.
General Geometry and Differential Calculus, Outlines of History, German.	Butler's Analogy, Political Economy, French Reader, Geology.

#### SOPHOMORE.

Zoology,  
Antigone,  
German Reader.

#### SENIOR.

Moral Philosophy,  
French Literature,  
Petite Histoire du Peuple Français,  
History of Civilization.

The Latin and Scientific Course, of five years including the preparatory year, differs from the Classical in these features: it adds Integral Calculus to the Mathematics, subtracts two terms from the Latin, and omits all the Greek. The Scientific Course contains the same Mathematics as the Latin and Scientific, but neither Greek nor Latin. The Ladies' Course, of four years, contains six terms of Latin, and with the omission of the Greek, and two terms of Mathematics, does not otherwise vary from the Classical Course. Besides, there is a Teachers' Course of two years, and a Commercial Course of one year. Instruction still more elementary than is found in any of these Courses is furnished to those who need it. Considerable attention is paid to Normal Instruction. There are exercises in Composition, Declamation, and Elocution throughout the Courses. Frequent lectures are delivered in the Chapel to the whole body of students, on literary, scientific, and educational topics, as well as on general subjects of passing interest. Instruction is also given in Instrumental Music.

#### *Degrees and Diplomas.*

The degree of Bachelor of Arts is conferred upon Students who complete the Classical Course, and pass the examinations in the same.

The degree of Bachelor of Philosophy is conferred upon Students who complete the Latin and Scientific Course, and pass the examinations.

The degree of Bachelor of Science is conferred upon Students who complete the Scientific Course, and pass the prescribed examinations.

The degrees of Master of Arts, Master of Philosophy, and Master of Science are conferred, respectively, upon Bachelors of Arts, Bachelors of Philosophy, and Bachelors of Science, of three years' standing, who shall have been engaged during that period in professional, literary, or scientific pursuits.

Diplomas are presented to all who complete any of the other Courses in the Institution, viz : Biblical, Ladies', Teachers', or Commercial.

#### STUDENTS CLASSIFIED.

YEAR.	PREPARATORY CLASSES.	UNDERGRADUATES.				GRADUATES.	STUDENTS IN ALL GRADES.
		FRESHMEN.	SOPHOMORES.	JUNIORS.	SENIORS.		
1868	19	13	10	5	—	—	308
1869	13	20	9	4	3	3	277
1870	8	14	19	7	2	2	278
1871	8	13	12	10	9	9	267
1872	6	20	4	9	8	8	302
1873	7	7	15	2	10	10	286
1874	10	9	3	10	4	3	235
1875	11	13	10	—	7	7	233

The Alumni, now forty-one in number, are mostly following professional pursuits : the Law, the Ministry, or teaching.

#### LITERARY SOCIETIES

	WHEN FOUNDED.	INITIATION FEE.	ANNUAL DUES.	PRESENT NUMBER OF MEMBERS.	NUMBER FROM BEGINNING.
OLIVE BRANCH, (Ladies' Society.)....	1853	\$ .50	\$1.50	19	502
DELPHIC .....	1854	1.00	1.50	21	521
HESPERIAN.....	1855	1.00	1.50	29	474

A Young Men's Christian Association was organized in 1868—Annual Dues, \$1.50. This Association supports a weekly Students' Prayer Meeting, and maintains a Library and Reading Room. It also provides for a yearly course of Public Lectures. Its total membership is one hundred and seven; the present, thirteen.

Mention should also be made of the Arion Society, organized in 1874, devoted to the cultivation of Music.

#### LIBRARIES.

	WHEN FOUNDED.	NUMBER OF VOLUMES.	TOTAL NUMBER OF VOLUMES.
COLLEGE .....	1854	850	
DELPHIC .....	1857	790	
HESPERIANS. ....	1859	617	
Y. M. C. ASSOCIATION .....	1869	271	2,528

The greater number of these volumes are of recent works, and they are in good condition.

#### *Property.—Endowments.*

The building first erected has thus far answered the demands of the College. Originally of excellent construction, it is still in good condition. The grounds are also in good and tasteful order. There is a felt want of a Ladies' Hall, but if an effort now being made to raise the necessary funds is successful, this want will be supplied. A handsome beginning towards an endowment fund has been made. Two gentlemen deserve honorable mention as donors to this fund; Robert Kerr, of Marion, Ohio, who has endowed a Chair of Historical and Natural Science, and George A. Baker, of Cleveland, Ohio, who has endowed the Chair of Mathematics and Astronomy. Also the

citizens of Hiram, who have endowed the President's Chair. A small but well selected and arranged museum should be mentioned.

The Building, Grounds, Apparatus, &c., are worth.....	\$25,000
The Endowments reach.....	65,000

Although the corporation is a common stock company, only a small part of its property is represented by stock; say one-fifth.

The College Year contains forty weeks, and is divided into three terms. Tuition in College studies is \$30.00 per year. A scholarship calling for eight years' tuition is sold for \$100.00. But few, however, have thus far been sold.

#### 5.—SUMMARY.

The rapid rise of the Eclectic Institute to popularity has been already remarked upon. In twenty-five years the Institute enrolled, counting by years, nine thousand students. How many different students have studied for longer or shorter periods in Hiram, can not be ascertained without too much labor; but it is safe to say from five thousand to six thousand. Some of these remained only one or two terms; many from two to four years; while some have completed a course of study. The Eclectic Institute was a favorite training-school for College. Many of those who prepared here carried on their studies to the second and third, some to the fourth, year of the College course. A large number of students, without taking a complete course anywhere, have fitted themselves in Hiram for professional life. Notably is this true of school teachers. Many hundreds of excellent teachers have been sent to the army of educators. For more than twenty years a large number of schools, public, private, and academical, have been manned, in whole or in part, by Hiram-trained teachers.

The special aims set forth in this history have been fully realized. Hiram was never intended to be a school of special training, and has never been a Biblical or Theological Seminary. Still a large number of preachers have here been trained. Numerous are the positions of usefulness and responsibility occupied by this class of men. Special instruction in Biblical



studies has always been furnished to those desiring it. The agencies employed are text-book instruction, Chapel lectures, and special courses of lectures delivered by members of the Faculty or by lecturers called in from abroad. At the same time, it has never been the aim to call in students desiring such instruction only, save for short courses of lectures; but rather to prepare young men for the ministry by providing them with general culture supplemented by special studies. To these students, the leading tenets of the Disciples have been taught; but all attempts to exercise over the body of the students a peculiar denominational influence have been carefully avoided. Before the latter the Biblical topics that are considered are such as these: The books of the Bible, their history, authority, characteristics, personages, etc. Nor has the attention paid to these subjects been found to take from the ability of students to carry on their regular work.

The original charter, which has never been changed in this particular, defines the object of the corporation to be "the instruction of youth of both sexes." In Hiram the experiment of co-education has been successful. The education of youth is no doubt somewhat disturbed by what may be called the sexual differentiation, as most human activities are for that matter; but the disturbance is no more where they are thrown together in the same school than when they are taught apart. On the other hand, co-education is attended by some positive advantages. In Hiram, however, ladies generally choose one of the shorter courses of study.

With the Centennial, the Institution whose history is given above enters on its second quarter century of life. It has survived a severe struggle with poverty. No other school in the State, it is believed, has put money to better advantage, or done more good work with the same cash expenditure. Such of its founders as have survived this quarter of a century, feel that their anticipations have been more than realized. They wrought under a religious impulse, but in no party or sect spirit. The thousands of students who have flocked to the school that they founded—coming from all churches and from no church—are the best proof of the spirit that these founders breathed into

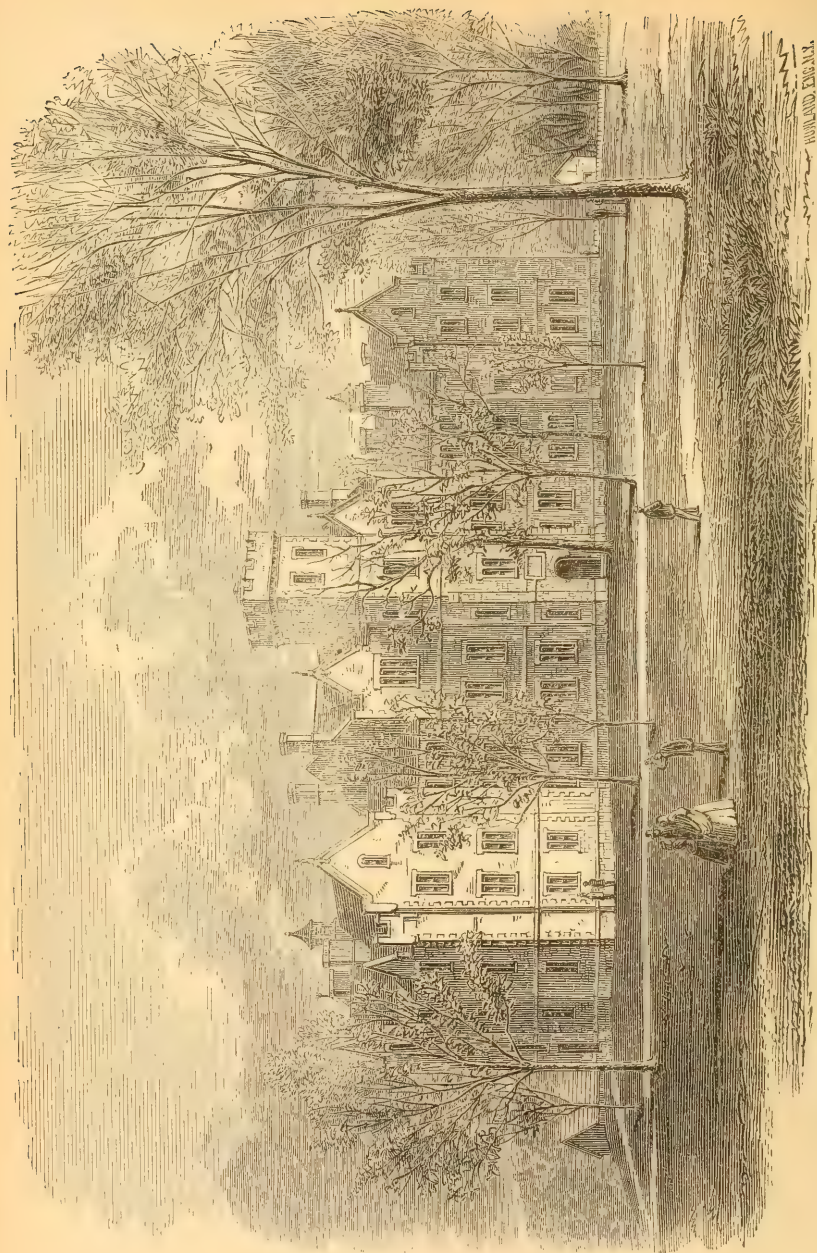
Hiram. In a late publication, the first Principal, speaking of its planting, says : "From this period the Institute has been before the eyes of the public, and its history is in the hearts of thousands of admiring students, who have from time to time enjoyed the benefits of its moral instruction and intellectual culture."\* These students, scattered over the whole Union, are found in every walk of life, doing their share of the work of American society. This laborious and honorable history of a quarter of a century, is regarded as an element of power for the College's future work.

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\* History of the Disciples in the Western Reserve, p. 266.

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ASCENSION HALL, KENYON COLLEGE, GAMETER, OHIO.

H. LAND, ENGRAVER.

HISTORICAL SKETCH  
OF THE  
Theological Seminary of the Diocese of Ohio,  
AND  
KENYON COLLEGE.

PREPARED BY  
REV. WM. B. BODINE, A.M.

THE Legislative Acts which bear upon these Institutions are three in number. The first was passed December 29th, A. D. 1824; the second, January 24th, 1826; the third, March 10th, 1839.

By the provisions of the first act the Right Rev. PHILANDER CHASE, the Rev. Messrs. ROGER SEARLE, INTREPID MORSE, EZRA B. KELLOGG and SAMUEL JOHNSTON, and Messrs. BEZALEEL WELLS, WILLIAM K. BOND, JOHN JOHNSTON and CHAS. HAMMOND, and their successors, were constituted a body Corporate and politic by the name of the THEOLOGICAL SEMINARY OF THE PROTESTANT EPISCOPAL CHURCH IN THE DIOCESE OF OHIO, and to this body as a Board of Trustees the care and management of the Seminary and its estate and property were committed.\*

The second act provided that the President and Professors of said Seminary should be considered as the Faculty of a College, and as such should have the power of conferring degrees in the Arts and Sciences, and of performing all such other acts as pertain unto the Faculties of Colleges for the encouragement and reward of learning, and that the name and style by which the said degrees should be conferred, and the Certificates of Learning given should be that of the "President and Professors of KENYON COLLEGE in the State of Ohio."

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\* For the full text of this Act of Incorporation, see Journal of Convention of the Diocese of Ohio, A. D., 1874.



By the third act, provision was made for the establishment of a College, and Halls for Preparatory Education, the power of conferring degrees in the Arts and Sciences was committed to the President and Professors of Kenyon College, and the power of conferring degrees in Theology given to the President and Professors of the Theological Seminary.

The founder of the THEOLOGICAL SEMINARY of the Protestant Episcopal Church in the Diocese of Ohio and KENYON COLLEGE, was the Right Rev. PHILANDER CHASE, D.D., the first Bishop of the Church in Ohio, and the pioneer Bishop of the West, a man of great energy and extraordinary force of character. Before coming to Ohio he was comfortably settled in Hartford, Conn., but he had in him the spirit of a conqueror, and he felt that he must move to the "regions beyond." So he left Hartford March 3d, A. D. 1817, "not for a more wealthy and opulent parish, but literally for the Wilderness, under the patronage of no missionary or other associated body of men, for then there were no such in being, but depending on his own limited means, under *Providence*."

He was elected Bishop of Ohio, June 4th, A. D. 1818, and consecrated in Philadelphia, February 11th, A. D. 1819.

His chief need in his new field was laborers. At first three Clergymen were his fellow-workmen—this number within four years being increased to six—but what were "they among so many"? So deeply and constantly did this need press upon him that in 1823 he determined to cross the ocean, and to solicit funds in England for the establishment of a School of Theology in Ohio, where, under his own supervision, he might have educated for the ministry some "sons of the soil."

This resolution of his to secure, if possible, foreign aid in his great necessity, was strenuously opposed by some high in ecclesiastical authority, but the opposition seemed only to add firmness to his purpose and strength to his determination. He sailed from New York, October 1st, 1823, and reached Liverpool safely



after the lapse of the month which was then required for the ocean voyage.

Among the letters which he carried with him was one from the Honorable HENRY CLAY to the Right Honorable Lord GAMBIER, (these two distinguished statesmen having met as Commissioners at the Treaty of Ghent in 1815.) This letter was of great service to him in opening his way. Friends were raised up to him in large numbers, among the most efficient and distinguished of whom were Lords Gambier, Kenyon and Bexley, Sir Thomas Ackland, and the Right Hon. Dowager Countess of Rosse, the Rev. Geo. Gaskin, D.D., Henry Hoare and Geo. W. Marriott, Esqs., and Mrs. Hannah Moore.

Some thirty thousand dollars came to Bishop CHASE as the result of this his foreign appeal.

Upon his return, the Bishop reached New York in August, 1824, and in the following November the Constitution of the Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio, was agreed upon at the meeting of the Diocesan Convention in Chillicothe.

The location of the Seminary was temporarily fixed upon the Bishop's farm in Worthington. A beginning was made in the shape of a Grammar School. The incipient School consisted of one teacher, and from eight to ten scholars. Among those who attended this school in Worthington, however, was one destined to rise to great eminence and usefulness, SALMON P. CHASE, late Chief Justice of the Supreme Court of the United States.

In the matter of the choice of a permanent location for the Seminary, opinion was divided, some preferring a site in some town, others having a decided choice for the country. Bishop CHASE earnestly advocated the latter, because he believed that not only would the students gain thereby in health and morality, but because also he saw that wherever the Seminary should be fixed, there property would at once advance in value, and by

securing some thousands of acres of land, the Seminary might, without doubt, and most justly, share in the gains which it would itself create.

About this time Bishop CHASE had his attention called by Daniel S. Norton, Esq., and Henry B. Curtis, Esq., of Mount Vernon, to a tract of land in Knox County, five miles from Mount Vernon, and eight thousand acres in extent. Upon visiting these lands Bishop CHASE was more than pleased with their appearance—he was captivated—and ere very long a contract was made by him with their owner, Mr. William Hogg, of Brownsville, Pennsylvania, the price agreed upon being \$2.25 per acre, or eighteen thousand dollars for the entire tract, the contract to become valid when approved by the Board of Trustees and the Hon. HENRY CLAY.

Before the Diocesan Convention of 1826, Bishop CHASE most strenuously urged the importance of uniting with the Theological Seminary a College for general learning. Very naturally his original plan had become enlarged. His first thought was to provide Ministers for the waste places of the Church—his second and greater thought “to be of service to his country without regard to denomination in religion.” But two courses, said he in his address before the Convention, but “two courses are before us—either to confine our Seminary to Theological candidates only, or if we receive students in general science, to lay a foundation sufficiently strong and large to sustain the magnitude of the College which must be reared to do those students justice. In the former case, nothing more is necessary than to turn your attention to the deed of gift of my own estate in Worthington. In the latter case, the only thing presented worthy of your attention is the proposed lands in Knox County. Here is a foundation on which to erect an edifice worthy of the kind expectation of our esteemed benefactors. On this we can build, and expect the further assistance of a sympathizing world. On this we can build and justly expect the patronage of our civil government. Any-

thing less than this, would be to degrade, not to improve our present blessings."

During the year before the delivery of this address, Mrs. BETSY REED, of Zanesville, had generously given, for the use of the Seminary, one thousand acres of land on Alum Creek, near Columbus, and preparations had been made for the location of the Seminary thereon. Objections however, were urged, and the matter was postponed.

Indeed, strenuous objections were made to more than one of Bishop CHASE's plans. Mr. CHARLES HAMMOND, a prominent citizen of Cincinnati, and a gentleman largely interested in Church affairs, a member also of the Board of Trustees, addressed a letter to the Bishop, urging strongly that, by the very necessities of the case, the Seminary ought to be "not one for general education, but one for the education of Ministers exclusively."

Mr. HAMMOND, however, and those who thought with him, were overruled by the judgment of the Diocesan Convention of 1826, the report of the Committee of that Convention, as accepted, declaring that "the lands in Knox County afforded an eligible site for the Seminary and College, and combined advantages of greater magnitude than any offer that had been made." So it was decided that the Theological Seminary of the Diocese of Ohio and Kenyon College, should be forever established upon these lands, and the broad plan was adopted of laboring to build up, not only a school of Theology, but a College as well. The English funds were to be appropriated sacredly to the purpose for which they were given. The College Endowment, it was hoped, might, in some other way, be secured.

In December 1827 Bishop CHASE addressed the Legislature of Ohio desiring therefrom "a petition to Congress, and instruction to the Ohio delegates therein to urge such petition, for the grant of a tract of land, or some other property to Kenyon College, to enable the Trustees thereof to carry into effect their benevolent designs in the liberal education of the youth of our common country."

In this address the lamentable and prevailing ignorance of the people was dwelt upon. It was affirmed that, except in the cities and towns, the majority of the youth of both sexes, born and reared at home, could not even read intelligibly to themselves or others, and that, in very few instances were the children ever likely to equal their parents in common learning. The importance of Kenyon College was therefore insisted upon as a source of supply for Teachers of the schools, the want in this direction being very great. Ignorance and irreligion were declared to be the greatest enemies of the State—so it was argued, that by helping the College, the State might help to protect itself, and that therefore it was not unreasonable that public and national patronage should be solicited.

This address before the Legislature was followed by a Resolution which passed that body with hardly a dissenting voice. The resolution was drawn up and presented by Governor MORROW, then a member of the Senate, and declared that being fully persuaded that with proper support and encouragement Kenyon College promised to be extensively useful to the citizens of Ohio and the adjoining States in promoting the interest of Literature and Science, therefore the object of the application of Bishop CHASE to the Congress of the United States for a donation of a tract or tracts of public lands, should be approved, and that the Senators and Representatives in Congress from Ohio be requested to use their exertions in aid and support of the said application.

Almost immediately Bishop CHASE proceeded to Washington, and presented his petition. It was first brought before the U. S. Senate, and by that body, was most kindly received. A bill was introduced making a grant of a township of land, and after addresses in its favor from Messrs. Kane, Ruggles, Harrison, Benton and Chambers, it passed the Senate by a vote of 25 to 15. To the great disappointment, however, of the friends of Kenyon, it failed of adoption in the House, that body, in the rush of other business, refusing to give it consideration.

Though Bishop CHASE now felt keenly the “anguish of dis-

appointed hope," he was nevertheless not in despair. His only escape from mental depression he felt to be in "renewed effort." So at once he scattered broadcast an appeal to his fellow-countrymen for help from them individually. JOHN QUINCY ADAMS, then President of the United States, subscribed a hundred dollars—many others gave liberally, so that the total result of this appeal was the addition of some Twenty-five thousand dollars to the funds of the "Star in the West."

Meanwhile the College town had been called GAMBIER, and the process of clearing and fencing the lands and of erecting the necessary buildings had been begun. Many of these buildings, being hastily put together, and constructed of cheap materials, were necessarily temporary, and have long since entirely disappeared. One structure, however, rose in striking contrast with the rest. It was built solidly of stone, with walls from three to four feet thick, built as though it were intended to last forever. To this chief building was given the name of KENYON COLLEGE, and thus the names of Lords GAMBIER and KENYON, Bishop CHASE's most efficient supporters in England were perpetuated on this side of the water. The Corner Stone of Kenyon College was laid by the Bishop, with appropriate religious ceremonies, on the 9th of June, 1827. The sermon upon the occasion was preached by the Rev. Intrepid Morse, of Steubenville.

"In building an Institution of Learning amid a dense forest, the first thing to be done would be to hire workmen and build shanties for them to live in. In the absence of markets, and amid a very sparse squatter population, lands must be cleared and grounds tilled to afford workmen the means of living. As nothing in the way of building could be done without lumber, and this could not be had in sufficient quantities at any reasonable price, Mills must be erected for its manufacture. For this too, heavy ox-teams and all the costly appliances of hauling saw-logs and lumber must be provided. A Flouring Mill was also needed to furnish material for the staff of life. Thus in almost



every particular, after Gambier was chosen, it was necessary to begin with the very elements of civilization."

So, for some years, farming, milling and merchandising were carried on in the name of the College, and there were not only erected with its means such structures as were needed for the legitimate purposes of an institution of learning, such as houses for the Professors and Students, the Chapel, with the College and Grammar School buildings, but a Store also, and a Hotel, a Carpenter's and Shoemaker's Shop, a Printing Office, a Saw Mill, a Grist Mill, with houses for the Miller, the Dairymen and the workmen to dwell in.

Bishop CHASE's idea was, that in undertaking all this, he was contributing to the prosperity of the Institutions he had established, and helping to foster their beneficent ends. The necessary expenses of a student for board, tuition, fuel and light had been fixed at an extraordinarily low figure—\$70 per year for those in the College, \$60 for those in the Grammar School, and \$50 for those in the Theological department. In the face of advancing prices these figures were adhered to, so that it was no exaggeration for our Speaker of the House of Congress, Hon. JAMES G. BLAINE, recently to declare that in a Western College (Kenyon) was educated at a total yearly expenditure of less than a hundred dollars, the Hon. HENRY WINTER DAVIS, "the most accomplished parliamentary orator of this century."

It was not long, however, before debts were incurred, and unlooked-for complications arose. The number of Students was large, and they were well instructed by their Professors under the leadership of a man very remarkable for his character and gifts, the Rev. WM. SPARROW.

The matter of the difficulties of the College (into the origin and nature of which it is not necessary here to enter) was brought by Bishop CHASE before the Diocesan Convention of 1831, which met in Gambier. The action of this Convention was unsatisfactory to the Bishop, in consequence of which he peremptorily resigned both the Presidency of the Seminary and College, and



the Episcopate of the Diocese, and forever severed his connection with the Institutions which he had so ardently and untiringly labored to establish.

In the language of one well qualified to judge with accuracy, (Rev. Dr. BRONSON,) "Thus closes the record of Bishop CHASE's labors in founding a Theological Seminary and College. He probably had no superior in all the qualities necessary to originate such an Institution. The versatility of his manners was such that he could adapt himself readily to any condition of Society. Whether he were in the log cabin of Ohio, where the whole family slept, ate, cooked, received guests and lodged them in the same apartment, or in the magnificent halls of Lord Kenyon, surrounded with the refinement of the old world, Bishop CHASE was equally at home and capable of winning golden opinions. Add to this an energy that never flagged, a will that never succumbed, and a physical system that never tired, and we have such a character as is seldom produced, but which was precisely adapted to the great work that he accomplished. Bishop CHASE was equally remarkable for industry and endurance. Daylight seldom found him in bed, and he seemed as fond of working or travelling in the rain, as though water were his native element. He would preach at Perry (fifteen miles from Gambier), and as soon as daylight peeped in the East on Monday morning take his bridle himself, go to the field, catch "Cincinnatus," mount and be off to set his head men at work in Gambier. Bishop CHASE began a work for the Church in Ohio, and in truth for the whole West, such as no other man then living would have attempted, or probably could have accomplished."

The language of his successor in the Episcopate concerning him was—"The name of Bishop CHASE can never be forgotten in Ohio, nor cease to be regarded with affection and respect so long as there remains among us a just appreciation of those many and vigorous attributes of personal character which so signally marked his whole official life. His monument among us is Kenyon College—with all the history around it, of the enterprise

and sacrifices and toils and trials and difficulties with which its founder commenced and carried forward that Institution. It will not be long before the last of those who were personal witnesses of what he did and overcame in that enterprise will have passed away—nor before the aspect of Ohio will have become so changed by progressive and rapid improvement that it will be very difficult for a new generation to form a just conception of what Bishop CHASE undertook when he set himself to the establishment of Kenyon College in the locality selected, and what he accomplished so long as he remained in Ohio to carry forward that enterprise. Difference of opinion as to the wisdom of some details of his plans is no detracting from his merited praise for great purity of motive, a single desire in all things to build up the Church of Christ, a large heart to devise, and a most unconquerable energy to execute schemes for the glory of God, and the salvation of men.”

The Convention of 1853 also declared that “Whatever alienation once existed on the part of the Convention of this Diocese has long since passed away, and we believe that throughout the Diocese of Ohio but one feeling is prevalent, and that is—Reverence for his memory.”

Bishop CHASE's successor in the office of President of the Theological Seminary and Kenyon College, was his successor in the Episcopate of the Diocese of Ohio, the Right Rev. CHARLES P. McILVAINE, D.D., then a young man of thirty-three, but already widely and most favorably known, particularly in the great centres of Washington and New York, and since recognized as having been one of the greatest men of this generation. Bishop McILVAINE had been Chaplain of the United States Military Academy at West Point, an appointment urged upon him by Hon. JOHN C. CALHOUN, then Secretary of War. He had also been settled as a clergyman in Georgetown, District of Columbia, and in Brooklyn, Long Island. In appearance Bishop McILVAINE was a king among men. As an orator he was

remarkable. His mental gifts, naturally of a high order, had been largely developed, and while diligent in business, he was no less "fervent in spirit, serving the Lord."

Such a man, coming to Gambier could not but be warmly welcomed. He saw at once, moreover, the importance of the institutions, and girded himself to labor in their behalf. New buildings were much needed. Besides, there was an accumulation of debt. Bishop McILVAINE, therefore, before establishing himself in Ohio, solicited aid, chiefly in the Eastern cities, and received in all nearly \$30,000, the larger part of which was contributed by friends in Brooklyn and New York. This was done in the year 1833. Without the help thus opportunely given by the new Bishop, Kenyon must have perished, the Trustees having determined that it would be impossible for them, as things were, to carry on the Institution.

In the year 1835 Bishop McILVAINE crossed the ocean to seek abroad relief from his burdensome and exhausting labors. Upon his journey, he carried with him the thought, as Bishop CHASE had before him, that while England was annually transferring thousands of her population to our shores, it was not unreasonable to ask, from those in the Mother country who were benevolently inclined, some aid in behalf of their countrymen who had emigrated to the new world. He judged also that this aid could be given in no better way than by helping to raise up a Ministry requisite for their instruction in the way of salvation. The propriety of these thoughts and consequent appeal was most kindly acknowledged, and the sum of \$12,600 contributed towards the erection of a separate building for the particular use of Theological Students. Large donations of books for the Library were also received—in this the liberality of Joshua Bates, Esq., Rev. Dr. E. B. Pusey, and Mrs. Hannah Moore being especially manifested.

Bishop McILVAINE continued to hold the office of President of the Theological Seminary and Kenyon College until the year

1840, though during most of this time very many of his duties in this office were delegated to and performed by the Vice President, the Rev. WM. SPARROW, D.D., who continued to be the moving spirit and the life of the Institution, and whose influence in Gambier was as great as it was good. Dr. SPARROW was not only a man of large attainments in learning, but of great wisdom and personal magnetism. Some wise words of counsel received from him by EDWIN M. STANTON, while a student in Kenyon College, were afterwards by Mr. STANTON frequently declared to have been the turning point of his life—a life more valuable to the American Nation than any words can express.

Until the year 1840, there had been in Gambier a Joint Faculty of Theology and Arts. At this time separate Faculties were constituted with separate Heads, Bishop MCILVAINE continuing at the head of the Seminary, while Major D. B. DOUGLASS, LL.D., was elected to the Presidency of the College.

Before the Convention of 1839, this change was advocated by Bishop MCILVAINE. This advocacy, however, was not positive, but conditional. His language was—"Only on condition that in surrendering the Presidency the Bishop shall receive a substitute of authority quite equivalent for the purposes originally contemplated. Only on condition that the College shall remain in its new position quite as much bound to be strictly Episcopal in its principles and aims and influence as it is at present bound to be. Only on condition that while such College shall be situated on the lands and in the buildings belonging to the Theological Seminary, whatever is now the property of said Seminary the Trustees shall not be permitted to make in any sense the property of the College."

To meet these conditions, as thus expressed, and in making the needed changes to guard sacredly all rightful interests, among other things it was provided by the Convention, and so declared in the Constitution as altered, "that the President of the College be appointed on the nomination of the Bishop of the Diocese—



provided also, that his Episcopal supervision and authority be understood as embracing the spiritual interests of the College, and its Preparatory Schools, and that the present property of the Seminary, whatever use the Trustees may permit the College to make of any part thereof, shall always remain exclusively the property of the Seminary."

The accession of Major DOUGLASS to the Presidency of Kenyon, was in some regards most fortunate. He was a skillful Civil Engineer, and under his direction, some much needed improvements were determined upon, and so wisely made that their benefits will accrue to yet subsequent generations. He must have believed also in the familiar maxim that "cleanliness is next to godliness," for at once he set about a thorough internal repairing of the College building. His reign however was short—for, though a man of unusual talents, and very extended attainments, and the highest character, he was yet not fitted to govern successfully Western youth, proverbially so impatient of restraint. His rigid military training and habits no doubt helped largely to bring about this result.

Besides, he came to Gambier at an unfortunate time. The finances were in a depressed and most deplorable condition. The money collected by Bishop MCILVAINE at the East, and by Rev. Dr. SPARROW in Ohio, a few years before, had been partially used in the erection of new buildings, partially in the payment of old debts. These debts, however, were not entirely obliterated. To meet the deficit, Bishop MCILVAINE, in 1833, had found it necessary to contract a loan of \$15,000, which he secured "through the great attention and affectionate interest of Samuel Ward, Esq., of New York." This loan however proved a very heavy burden. Without it, or rather without the debt which it represented, the College financially would have prospered. As it was, there was an increasing accumulation of debt, year by year.



In 1842, a crisis came. The debt of Prime, Ward & King, then nearly twenty thousand dollars, was pressing for payment. To secure this debt the College lands had been mortgaged. So the question naturally arose—"Shall these lands be sold?" Neither Bishop McILVAINE nor the Board of Trustees were willing of themselves to determine this important matter. "If," said Bishop M., "a measure of such fundamental importance is to be adopted, the main responsibility should be taken by the Convention of the Diocese, assembled with express reference to the subject, and having its delegates chosen with the express purpose of acting thereon." So in December, 1842, a special Convention of the Diocese of Ohio was called, and met to consider this question. It was a question with reference to which opinion in the Diocese had been not unevenly divided. Many were strongly of opinion that "a religious corporation could not conduct a farm to advantage," and it must be confessed that the results of the experiment went far towards justifying this conclusion. The total income from farms, houses and shops, had averaged but thirteen hundred dollars a year. The other side of the case was thus stated by the Bishop—"It is well known that the lands at present owned were purchased by the venerable founder of the Institutions upon them, for a permanent endowment, and were designed to furnish not only an income for the support mainly of theological instruction, since candidates for Orders pay no tuition fees, but also for a moral protection to the Institution, by securing the control of its neighborhood to a great distance around it. Nothing can be more manifest than that Bishop CHASE not only did not expect that those lands would ever be sold, but was always strongly set upon their permanent retention. His various communications to the Convention of this Diocese and to the public contain most convincing marks to that effect. There is reason to be assured that the Trustees, as long as he remained over them, entirely sympathized in these views. I am certain that the same have been held as tenaciously by the Board ever since. Nothing but a sense of necessity has caused them so much

as to inquire into the propriety of a different course. The attachment of those in the Diocese who have taken interest enough in an Institution, so central to all its interests, to have any attachment thereto, is still decidedly to the maintenance of the original views in regard to its lands."

The conclusion as reached was thus stated by the Committee of the Convention, to whom the whole subject was referred.

"A considerable portion of the present debts must be satisfied within a few months, and to effect this object, a forced sale of the lands of the corporation must be made, or funds procured by donation or loan. \* \* \* \* \* No prudent man would force his real estate into market, unless compelled to do so, during the present pecuniary embarrassment of all classes. Such is the condition of the land market that time is everything to those who owe debts, and who must pay by the sale of lands. It is very clear that a ruinous loss would be incurred by the sale of the college lands at this time. To prevent, if possible, so great a sacrifice, it is the opinion of the Committee that a final and last appeal should be made to those who may feel an interest in the institution at Gambier. This is due to its venerable founder, to the early and present friends of Kenyon College—it is due to all other friends of learning and religion. The Committee therefore recommend the adoption of the following resolutions.

1. *Resolved*, That the Rt. Rev. the Bishop of this Diocese be requested to make an effort in such manner as he may deem expedient to procure pecuniary aid by donations and loans to relieve the Institution at Gambier.

2. *Resolved*, That it is inexpedient to recommend at this time a sale of any portion of the college lands, nor until it is ascertained that the Institution cannot be relieved by donations and loans—but, if a sale become necessary, that such portions be sold, and in such mode and to such persons as may least conflict with the preservation of good morals in the immediate vicinity of the Institution."

In response to these resolutions, and the decision of the Convention, which passed them, Bishop McILVAINE again girded himself, and "labored with all his might." The next result of his appeal in the Eastern States, was \$29,517. Some \$6,000 besides were added as the result of an appeal in Ohio.

Even this measure of relief, however, was destined to prove but temporary. By it the "evil day" was postponed, but not altogether averted. The fact remained that the College lands, valuable though they were in themselves, were yet almost entirely valueless as a source of income.

"In 1840 a change was made with a view of realizing a profit from grazing and raising cattle and sheep. But after expensive stock had been purchased, a dry season cut off the means of keeping it, and it was necessary to sell at a great loss, to save life. There were those who blamed this experiment, but perhaps they would not have done so, if it had been attempted at a time when stock was rising instead of falling, and when feed was plenty instead of scarce. At such a time it might have cleared off the whole debt, but, as it was, the profits went the wrong way."

This is simply quoted as a specimen of not a few vain attempts to realize largely from the college lands—so that it is not to be wondered at that in 1842 Bishop McILVAINE should say "One thing is evident, that the management of land and produce, by the Agent of such an Institution, whose time is divided with other duties, must necessarily be at a disadvantage. What an *individual* might accomplish with his own land, a *corporation* cannot with theirs."

So, though measurable relief came, after the crisis of 1842, from the funds which were then collected, matters nevertheless dragged along somewhat heavily until 1849, when a committee of the Board of Trustees gave expression to the prevalent sentiment in the following language:

"The pecuniary embarrassments of the Seminary, and the consequent depression upon the prosperity and success of its institutions, have long been the theme of reproach among its ene-

mies and the subject of deep mortification and regret with its friends—various expedients have been from time to time resorted to, to relieve the Institution from this great evil, with very little better results than temporary relief, procrastination, and increase of the debt by accumulations of interest and costs. The committee is informed that the present amount of debt against the Institution, in various forms of liability, is about fifteen thousand dollars, the accruing interest on which is nearly equal to all the available annual income. Many of the creditors are pressing for payment, interest is in arrears—and unless means be speedily provided, portions of the real estate will be levied upon and sold under execution. To add to these embarrassments, there being due a large arrear of taxes against the lands, the whole tract has been sold to satisfy the incumbrance.

To sustain the credit of the Institution, or even to preserve its vitality, under such circumstances, and against such unhappy influences, seems to the committee hopeless. The tax sale must be redeemed, and the other pecuniary embarrassments removed, or the Institution must go into decay, perhaps be wholly lost.

The corporation holds in fee a body of four thousand acres of land, than which, for the usual various purposes of Agriculture, none better can be found in Ohio. These lands are worth an average price of \$20 per acre, and by many, are estimated much higher. The annual rents from the improved parts of all this body of land little, if any, exceed the bills of repairs and taxes. Is it wise then to leave this noble Institution with its schools and colleges thus fettered and bound, its character and usefulness lessened, if not destroyed, when by a change of investment of the monies that are in these lands, or even a small portion of them, all the incumbrances might be removed, an annual income secured that would give permanency and prosperity to the Institution? We have come to the conclusion that from motives of both *expediency*, and *necessity* we are urged and impelled to make sale of a portion of these lands."

To this was added the opinion of the Board itself, that the



time had come when it was "due to the Institution to change the investment of a portion of its lands."

So it was resolved by the Convention of the Diocese in 1849:

1. "That the Convention are of opinion that the Board of Trustees have full legal authority to sell and convey in fee simple the lands belonging to said Seminary.

2. That a sale of a portion of said lands, as proposed by said Board, is expedient, not only to enable the Trustees to discharge the debts of the Seminary, but also, to enable them to place that Institution upon a better footing as to its income."

With the sale of a portion of these lands in 1850 "a brighter day dawned upon Kenyon"—all debts were paid—credit restored—and confidence increased.

Most fortunately, soon after this time, also, the Trustees were enabled to secure the services of LORIN ANDREWS, LL.D., as President of Kenyon College. No man connected with educational work in Ohio, was more generally or deservedly popular than President ANDREWS. He had literally, "a host of friends," and besides, he possessed rare executive ability. So almost at once, Kenyon's power began to be developed largely. Students came in greatly increased numbers, and the depression which for years, had rested over Gambier, rose as the fog before the growing light. Kenyon's cry no longer was "relief from difficulty," but now "room for enlargement."

So once again aid was asked, but in a greatly altered tone. The following document explains largely the changed state of affairs. It was issued in 1855.

"Bishop McILVAINE solicits the kind attention of his friends, and of all who desire the extension of our church in the West, to the following respectful appeal and statement. It is in behalf of Kenyon College, situated at Gambier, Ohio, under Trustees appointed by the Convention of that Diocese, and devoted to the promotion of Christian Education, and more especially, to that of candidates for the Ministry in the Episcopal Church. For



convenience, we here speak of the College and connected Theological Seminary, both of them at Gambier, and essentially united under the same Trustees and incorporation under the one name of Kenyon College, because although the Corporate name is "Theological Seminary of the Diocese of Ohio," the other is the name familiar to the public. It is not to deliver this institution from debt, that aid is now sought. There is no debt. But there is an unprecedented prosperity, and hence arises the present necessity. The present accommodations are so occupied with students that there is room for only a very few more. The number of *undergraduates* is between one hundred and forty and one hundred and fifty. It is a remarkable and cheering fact, that of that number seventy-seven are communicants, forty of whom are preparing to enter when they graduate, on theological study for the Ministry, while there is reason to expect that, of the remainder, many will make up their minds in the same direction. In these times of need as to laborers in God's vineyard, how encouraging and important these facts.

Never before has Kenyon College been the object of so much attention East and West as an Institution to be relied on by the members of our church for the education of their sons. Never has there been so strong and wide a feeling among Clergy and laity that Kenyon College, however local and Diocesan as to its control, is *National* as to its importance and the usefulness to be expected from it, and the interest that should center upon it \* \*

Then what does Kenyon need? We answer—*Means of Enlargement*. In what?

First in the number of its Professorships. \* \* \* \*

Secondly. Enlargement in *Buildings*. \* \* \* \*

Thirdly. Enlargement as to *means of instruction*. Suitable apparatus for instruction in Chemistry, in Natural Philosophy, and other departments of physical sciences, is absolutely needed.

Fourthly. The means of providing residences for the Professors."

This appeal resulted in the contribution of Fifty-five thousand dollars, chiefly devoted to the endowment of Professorships, and the erection of a new, large and beautiful building, known as Ascension Hall. In aiding to secure this most desirable enlargement of Kenyon's resources, no one was more efficient than the Rev. G. T. BEDELL, D.D., (since Bishop BEDELL) then Rector of the Church of the Ascension, New York, in honor of which church the new building received its name.

In 1861, President ANDREWS resigned his post at Gambier, to enter the Union Army, he being the first man in Ohio to respond to the call of his country, and to volunteer for the Nation's defense. He was elected Colonel of the 4th Ohio Infantry, which entered for the three month's service. He re-enlisted July 5th, 1861, and died the following September, a great loss to Gambier as well as to the country he loved and served.

His successors in the office of President of Kenyon College have been CHARLES SHORT, LL.D. (1863-67), Rev. JAMES KENT STONE, A.M. (1867-68), ELI T. TAPPAN, LL.D. (1868-75).

One other effort to add to the funds, and so to increase the efficiency of the Institutions at Gambier, remains to be noted. This was carried on chiefly through the instrumentality of Bishop BEDELL, and can best be chronicled in his own words, as addressed to the Diocesan Convention of 1866.

"Our Diocesan Institutions have reached a position of influence which calls for gratitude to God, and an immediate united effort to complete their power to be useful. In forty years after their foundation by Bishop CHASE, they have attained dimensions, and an endowment, which no similar institutions in our country (originating in similar small beginnings) have attained in so brief a time. The Grammar School (Milnor Hall), Kenyon College, and the Theological Seminary (Bexley Hall), thoroughly officered, have gathered in and around them an average of two hundred students, of whom nearly fifty are in various stages of

preparation for the ministry. Meanwhile the State has grown in numbers to two and a half millions, and developed resources which insure a fixed population; and the Church has become an influential body. At this moment, the appointments of the Institutions are sufficient (with the exception of a Library building and a Chemical Laboratory) for twice the present number of students. The intellectual force on the Hill is capable of guiding one thousand students as easily as the present number, and capable of leading them to any point of perfectness of learning. There need to be two Professorships added to the College, and suitable assistants appointed. Under the present force the Institutions have acquired a commanding character for scholarship.

“At a crisis in their history when danger was imminent, Bishop McILVAINE saved them, and has been the means of establishing their permanency. It has been my privilege to labor for their development. I have spent much time in former years, but especially in the present, in personal conferences, and in correspondence looking towards this result, and I feel deeply grateful for the interest which was manifested at the East by the Rev. Drs. Huntington of Boston, Duane of Providence, and our firm friends Rev. Drs. Tyng, Dyer, J. Cotton Smith and Montgomery, of New York. My appeal has been to individuals, and the results, both in Ohio and at the East, have been encouraging.

“The first person to whom the object was mentioned was the late R. B. Bowler, Esq., of Cincinnati, who entered heartily into plans for effecting it. His sudden death arrested his purposes, but he had already completed our Philosophical apparatus at a cost of \$3,000. Mrs. Bowler has since given a Professorship as a Memorial of her husband, \$25,000. A few gentlemen in Cincinnati have contributed \$14,000 towards a Professorship which will bear the name of our honored Diocesan—the sum will be completed to \$25,000. Nor have we any idea that the liberality of our wealthy churchmen there will stop at this point. Mr. Jay Cooke of Philadelphia, has contributed \$25,000 for a Professorship. And our friend, Thomas H. Powers, Esq., commenced

the completion of the Bedell Professorship by a contribution of \$6,000. This Professorship, in memory of the late Rev. Dr. Bedell, has been guaranteed in Philadelphia. Mr. R. H. Ives of Providence has contributed \$10,000. Mr. Frank Richmond of the same city has contributed \$5,000 to found a Library Fund, in memory of our Missionary Hoffman. The Wolfe and Spencer Professorship has been raised to the standard by a contribution of \$5,000 by each of its original donors. The Church of the Ascension, New York, has expressed a desire through its Rector, Rev. Dr. Smith, to erect a Church at Gambier under certain conditions, at a proposed cost of \$30,000, towards which they have paid \$10,000. Other liberal sums have been contributed or promised in various quarters. The recent subscriptions already amount to \$140,000, of which over \$100,000 have been paid."

The Church above referred to has since been built through the liberality of members of the Church of the Ascension, New York, and by added gifts from Bishop and Mrs. Bedell. The name has been given of the "Church of the Holy Spirit," and the Church itself is regarded as "the perfection of beauty."

It needs also to be stated to complete the list of the larger benefactions to Kenyon, that while on his visit to his native land in 1866, Mr. GEORGE PEABODY, through his friend Bishop McIlvaine, contributed \$25,000 for the endowment of the Chair of Mathematics.

To this brief historical sketch of the Institutions at Gambier, it is deemed desirable to add some concise biographical notices concerning those who have most largely aided in their founding and development.

First of all, none have contributed more largely to their up-building and permanence than the three Bishops of the Diocese of Ohio—PHILANDER CHASE, CHARLES PETTIT McILVAINE and GREGORY THURSTON BEDELL.

After leaving Ohio, Bishop CHASE settled temporarily in Michigan, ministering with his own hands to his necessities and

those of his family, and breaking, without cost, the bread of life to perishing men in the wilderness. In 1835 he was elected to the Episcopate of Illinois, and continued therein until his death in 1853, at the age of 77. He was also for a time Presiding Bishop of the Protestant Episcopal Church in the United States.

After serving most effectually the Diocese of Ohio, and the Institutions at Gambier, as well as the church at large, for more than forty years, Bishop McILVAINE died in Florence, Italy, March 12th 1873. Bishop McILVAINE also stood as a pillar of strength to the nation, particularly during the dark days of our civil war; so that it may be said, in a very broad sense, that "after he had served his own generation by the will of God, he fell asleep and was laid unto his fathers."

Bishop BEDELL, the son of the Rev. Gregory Townsend Bedell, D.D., of honored memory, was born in Hudson, N. Y., August 27th A. D. 1817. He was ordained to the sacred Ministry in St. Andrew's Church, Philadelphia, by Bishop MOORE of Virginia, in 1840, and after serving the parish at West Chester, Penn., for three years was called to the Rectorship of the church of the Ascension, N. Y., in which position he continued to officiate for sixteen years. In 1859 he was elected assistant Bishop of Ohio, and consecrated in the city of Richmond, Virginia, in October of that year. He is still living and ministering as Bishop of the Diocese of Ohio.

Among those who have been connected with the offices of instruction and government, the most prominent laborers have been the following:—the Rev. Drs. SPARROW, WING, SMITH and BRONSON, with President LORIN ANDREWS.

Rev. Dr. WILLIAM SPARROW, a native of Massachusetts, came to Gambier, in 1825, where he worked with large success until 1840, when he resigned to accept the leading position in the Theological Seminary near Alexandria, Virginia, with which institution he remained connected until his death in 1874.

Rev. M. T. C. WING, D.D., was born in Vermont, in the year 1798. He became connected with Kenyon College in 1826,



and, with the exception of a comparatively brief interval, continued to reside in Gambier and to spend his talents and energies for its prosperity until he died in 1863.

Bishop Bedell's testimony concerning him will readily be acceded to—"His loss to our Institutions, as a whole, and especially to the Seminary, in which he took the interest almost of a founder, can never be repaired. Not more than once in the history of such an Institution does a friend appear like him, equally disinterested and thoroughly devoted to its good, willing to spend his strength, and his last days, and actually spending them in its behalf."

Bishop McIlvaine has also justly said—"To his eminent faithfulness, wisdom, self-devotion, patience and constancy in most trying circumstances, the Diocese and its College and Seminary are deeply indebted. His memory will ever be cherished with the fondest affection and veneration."

The Rev. THOMAS M. SMITH, D.D., was born in Connecticut in 1696. His ancestors were among the most distinguished of the early Puritan settlers of New England. He was first a Clergyman among the Orthodox Congregationalists. Soon after his ordination in the Protestant Episcopal Church he came to Gambier, where he continued to live and labor zealously and usefully for nearly twenty years. He died in 1864.

The Rev. SHERLOCK A. BRONSON, D.D., was born in Connecticut, but was brought to Ohio while yet an infant—his mother being the first white woman and he the first white child that crossed the Cuyahoga River. In his youth he came to Gambier as a student, and after graduating in 1833, acted for some time in the capacity of Tutor. For a quarter of a century he was one of the most active and efficient members of the Board of Trustees. At a period of great depression (1845-50) Dr. Bronson held the post of President of Kenyon, laboring most assiduously and unselfishly for her welfare and prosperity.

Dr. Bronson is still living, and is now Rector of Grace Church, Mansfield, Ohio.

LORIN ANDREWS, LL.D., was born in Ashland, Ohio. His name appears among the Kenyon students of the Class of 1842—the same class to which belonged the present honored Governor of Ohio, RUTHIERFORD B. HAYES. Gov. Hayes remained to graduate—Lorin Andrews did not. After leaving Kenyon he filled successively several posts of usefulness in the field of Education, and came back to his Alma Mater as President in 1854, remaining seven years, which were indeed “years of plenty.” He gave himself with such energy to his country’s cause after he entered the army, that his strength gave way. This overtaxing of his powers, combined with long continued camp-fever, brought about his death in 1861. His character was soon after thus sketched by Bishop Bedell—“A man singularly adapted by natural qualities, and endowed by grace for the position to which God had appointed him! His views were comprehensive, his actions discreet. His faculties were well trained, so that he could keep mastery over himself. He was enthusiastic on the subject of Education, for he had devoted his life to promote its interests. Earnest, affectionate, sympathetic, impulsive, and exceedingly sensitive, feeling keenly, but able to control the expression of wounded sensibility. Noble and generous, he had command both of the minds and hearts of generous students—for they respected his judgment, confided in his motives, relied on his kindness. He was noted for executive ability, had remarkable power of organization, and was tenacious of purpose, yet with sufficient flexibility to be properly influenced by those whose advice he respected. With these qualities were combined true piety, and a longing for the conversion of his students. Toward the increase of spiritual religion in our Institutions, he was always watchful—always ready to act. Both privately and publicly faithful in admonition and entreaty, he wielded great moral power at Gambier. Under Divine blessing he was the means of elevating our College from a point of much depression, and he left it in the possession of high literary character and large success. The Diocese is deeply indebted to Lorin Andrews.”

Two other prominent names alone remain to be mentioned, of those who have lived in Gambier, and most faithfully and zealously labored for Kenyon's welfare. Without the mention of these honored names, even a brief sketch of the Theological Seminary and Kenyon College, would be felt to be incomplete. First—the Rev. ALFRED BLAKE, D.D., for many years, Rector of Harcourt Place School and now chairman of the Executive Committee of the Board of Trustees of the Seminary and College. Second—MARDENBRO WHITE, Esq., a large number of whose years have been spent in Gambier, and many of them as Treasurer and Agent of the Institutions.

Among the members of the Board of Trustees, the Rev. Dr. ERASTUS BURR, holds the place of honor, he having served continuously as Trustee from 1840 up to the present time—though before the nation at large, no one stands so honored as MORRISON R. WAITE, LL.D., Chief Justice of the Supreme Court of the U. S. Among the lay Trustees, those most distinguished for long and faithful service have been Bezaleel Wells, William Key Bond, Josiah Barber, John Bailhache, P. B. Wilcox, Columbus Delano, Henry B. Curtis, Rollin C. Hurd, Joseph R. Swan, Elisha T. Sterling, John W. Andrews, Thomas C. Jones, Kent Jarvis, Moses M. Granger, and Augustus H. Moss.

A few words now as to the Gambier of the present, including a look at the site and buildings.

The situation is admirable in point of natural beauty, healthiness, and convenience of access; and is in every respect well adapted to the purpose of a Seminary of Learning on the largest and most liberal scale. It has an easy communication, by Railroad, with Cleveland and Sandusky on the north, and with Columbus and Cincinnati on the south.

The particular site of the College and other buildings is an elevated ridge or headland jutting out from the general slope of the hills on the north side of the valley of the Kokosing River. The table land at the top of this ridge, from one to five hundred

yards wide, affords an irregular area, somewhat undulating, but generally elevated about 150 feet above the stream. This is occupied by the village of Gambier, with the buildings of the different Institutions commodiously and tastefully disposed around it.

On a knoll somewhat elevated above the plat of the village, and about a quarter of a mile north, is the beautiful building of BEXLEY HALL, erected for the exclusive use of the Theological Seminary. It was commenced in 1841, and not fully completed until 1859. It contains the Library of the Institution, about seven thousand volumes, and furnishes rooms, each with separate bed-rooms, sufficient to accommodate 34 students.

Near at hand are the dwelling houses for the Professors in the Theological Seminary.

About 500 yards in the opposite direction, and near the southernmost point of the *plateau*, stands the more massive and venerable edifice of KENYON COLLEGE, fronting north, and overlooking the valley of the Kokosing, to the distance of several miles in all directions. This building is of plain stone, 190 feet long, and four stories high, including the basement; with battlements, pinnacles, belfry, and a spire 117 feet high. It contains upwards of fifty rooms for students; also the Libraries of the Philomathesian and Nu Pi Kappa Societies, between four and five thousand volumes in each.

About 200 yards north, and a little west, is ROSSE HALL (formerly Rosse Chapel), a substantial stone building, in Ionic Architecture. The foundations of this building were laid by Bishop Chase, and the walls laid to the floor; the present building was erected, with some variations from the original plan, in 1836, and was occupied as the parish Church of Harcourt Parish till May, 1871. It is used on Commencement and other occasions, and is capable of accommodating nearly 1000 persons.

About midway between Kenyon College and Rosse Hall, and about 60 yards east of the latter building, fronting the west, stands ASCENSION HALL, erected in 1860, 171 feet long and four

stories high, including the basement. The walls throughout are of a fine light-colored free stone—laid in courses with rough undressed face. The appearance of the building is imposing, and equal to any in the land erected for a similar purpose. It contains two spacious and elaborately finished Halls for the use of the College Societies—six Recitation and Lecture Rooms, the Library of Kenyon College, and 26 rooms for students. The Tower is fitted up for an Observatory, and contains an Equatorial and a Transit Telescope.

Directly north of Ascension, and about fifty yards from the village street, stands the CHURCH OF THE HOLY SPIRIT, which was finished in 1871. This most beautiful of all the buildings in Gambier, is cruciform—with the Tower in one of the angles—the Nave and Chancel being 90 feet and the Transcept 80 feet in length—all the windows are of stained glass—the church finished in Oak and the walls tastefully illuminated. The building is of the same free-stone as Ascension Hall, laid in courses with dressed quoins and facings. It will accommodate a congregation of about 600.

To the north and east of the village, and some distance from the main street, environed by trees, and commanding an extensive and beautiful prospect of the Valley of the Kokosing, stands MILNOR HALL, built for the use of the Preparatory School. This is a plain structure of brick, the main building four stories high.

All of the above buildings, except Bexley and Milnor Halls, are in the College Park, an inclosure of about fifty acres, well shaded with forest trees. Here are also six dwelling-houses for the use of the Professors in Kenyon.

The election of Trustees of the Institutions is regulated by a Constitution which was adopted in 1824 by the Diocesan Convention, and was recognized in the Act of Incorporation. Some changes have been made in the original constitution in the manner provided in the instrument. The Bishop of the Diocese has always been *ex officio* a member, and President of the Board.



By a change in the Constitution which took effect at the meeting of the Diocesan Convention in May, 1873, the Board of Trustees consists of the Bishops of all the Dioceses within the limits of the State of Ohio; the Assistant Bishop, if there be one, of the Diocese in which the Seminary is situated; the President of Kenyon College; four clerical and four lay trustees, whose successors shall be chosen by the Board of Trustees, for terms of ten years; three clerical and three lay trustees, whose successors shall be elected by Diocesan Conventions, for terms of three years; and two clerical and two lay trustees to be chosen by the alumni, who also are to choose the successors of these four, for terms of four years.

The Faculty of the THEOLOGICAL SEMINARY is thus constituted—

RIGHT REV. GREGORY T. BEDELL, D.D., President, *ex officio*.

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The Dean. Milnor and Lewis Professor of Systematic Divinity.

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Griswold Professor of Biblical Literature and Interpretation.

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Bedell Professor of Pastoral Divinity.

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Eleutheros Cooke Professor of Ecclesiastical History and Church Polity.

REV. WILLIAM B. BODINE, A.M., Professor and Librarian.

The Course of Study embraces Eight Departments,, and extends through three years, as follows:

#### JUNIOR CLASS.

1. *Hebrew Language*—Hebrew Grammar and Bible.
2. *Biblical Literature and Interpretation*—Harmony of the Gospels; Introduction to the Scriptures.
3. *Apologetics*—Lectures on Natural Science.
5. *Ecclesiastical History*—Sacred History.
8. *Sacred Rhetoric*—Principles of Composition and Reading. Preparation of Skeletons of Sermons.

## MIDDLE CLASS.

1. *Hebrew Language*—Isaiah.
2. *Biblical Literature and Interpretation*—Isaiah—Earlier Prophecies.  
St. Paul—Epistles to the Romans and Galatians.
4. *Systematic Divinity*—Didactic and Polemic.
5. *Ecclesiastical History*—Ancient and Mediæval, Christian Antiquities.
8. *Sacred Rhetoric*—Preparation and Delivery of Sermons. Practice in Reading Services and Scripture.

## SENIOR CLASS.

2. *Biblical Literature and Interpretation*—The Book of Job. Isaiah—  
Later Prophecies. The Epistle to the Hebrews. The Catholic Epistles.
4. *Systematic Divinity*—Didactic, Polemic and Ethical.
5. *Ecclesiastical History*—Modern.
6. *Church Polity and Liturgies*—Liturgy and Usages of the Protestant  
Episcopal Church.
- Pastoral Theology*—Lectures. Criticism of Sermons.

## ALL THE CLASSES.

*Rhetorical Exercises.*

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 KENYON COLLEGE FACULTY.

REV. E. C. BENSON, A.M., Acting President.  
Professor of the Latin Language and Literature.

JOHN TRIMBLE, A.M.,  
Emeritus Professor of Greek.

THEODORE STERLING, A.M., M.D.,  
Bowler Professor of Natural Philosophy and Chemistry.

REV. GEO. A. STRONG, A.M.,  
McIlvaine Professor of English Literature and History.

ELI T. TAPPAN, LL.D.,  
Peabody Professor of Mathematics and Astronomy.

LAWRENCE RUST, A.M.,  
Professor of the Greek Language and Literature.

WILLIAM H. MINNICH, A.M.,  
Instructor in German and French.

REV. W. B. BODINE, A.M., Chaplain.

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Spencer and Wofe Professor of Mental and Moral Philosophy.

The duties of this Professorship are temporarily under the charge of  
Rev. Mr. BODINE.

## COURSE OF STUDY.

## FRESHMAN CLASS.

*English*—Composition; Lectures, exercises in Class, and Essays. Declamation: Reading, and select orations before the Class.

*Greek*—Homer's Iliad; Herodotus, selections; Prose Composition; Prosody.

*Latin*—Virgil's Eclogues and Georgics; Cicero, pro Milone; Livy; Prose Composition.

*History*—Greece; Rome.

*Mathematics*—Algebra, through Quadratics; Plane Geometry and Trigonometry.

*Natural Science*—Botany.

## SOPHOMORE CLASS.

*English*—Composition: Class exercises, and Essays. Declamation: Select Orations, in Class and before the College.

*Greek*—Plato, selections; Æschines, selections; Demosthenes, pro Corona.

*Latin*—Tusculan Disputations; Horace's Odes; Tacitus, Germania and Agricola; Composition.

*Mathematics*—Higher Algebra; Solid Geometry and Trigonometry; Surveying.

*History*—England.

## JUNIOR CLASS.

*English*—Rhetoric; Original Orations, before the College.

*Greek*—Æschylus, Septem contra Thebas; Sophocles, selections.

*Latin*—Cicero, de Officiis; Horace's Satires and Epistles.

*Mathematics*—Analytical Geometry; Calculus.

*Natural Science*—Astronomy; Mechanics; Acoustics; Heat; Light; Electricity.

*Philosophy*—Logic.

*Religion*—Butler's Analogy.

## SENIOR CLASS.

*English*—History of Literature; Original Orations, before the College.

*French*—Various Authors.

*Natural Science*—Chemistry; Physiology; Geology.

*Philosophy*—Mental; Moral.

*Law*—International; Constitutional.

*Political Economy*.

Throughout the Course, Lectures on the Holy Scriptures.

DEGREES.—The Degree of Bachelor of Arts is conferred upon all students in good standing who are approved at the final examination of the Senior Class.

Candidates for the Degree of Master of Arts in course, must show that they have, since taking the Bachelor's Degree, been engaged for three years in the study or practice of one of the learned professions, or in other scientific or literary pursuits; and each candidate must deliver to the Faculty an Essay upon some literary or scientific theme.

**LITERARY SOCIETIES.**—The two Literary Societies, the **PHILOMATHESIAN** and **NU PI KAPPA**, have always been fostered by the College. The Society Halls are very commodious, and have been fitted up at great expense, occupying the whole of the second and third stories of the central portion of Ascension Hall. All the students are active members. The meetings are held every week, for practice in declamation, essay, oratory and discussion. These exercises, with the mutual criticism which forms a part of the regular work, and the generous rivalry maintained between the Societies, contribute very much to the education of the students as writers and speakers.

**LIBRARIES.**—The students have access to the libraries of—The Theological Seminary, Kenyon College, the Philomathesian Society, and the Nu Pi Kappa Society. The aggregate number of volumes in these four libraries is about 19,000.

**RELIGIOUS INFLUENCES.**—The influence of the Christian religion is regarded as an essential feature alike in the Theological Seminary, the College, and the Grammar School. The Chapel exercises conform to the creed and form of worship of the Protestant Episcopal Church. Attendance at Chapel is obligatory. The Chaplain is a Clergyman of the Protestant Episcopal Church, selected by the Bishop, whose Episcopal supervision extends to the spiritual interests of all the Institutions.

**PROPERTY.**—The lands, buildings, apparatus and endowments at Gambier are valued at about half a million dollars.

## HISTORICAL SUMMARY

— OF —

# LAKE ERIE FEMALE SEMINARY,

FOR 1876.

Lake Erie Female Seminary was so named from the adjacent lake, and is located in Painesville, Lake County, Ohio.

It was incorporated under the general statutes of Ohio, the articles of association and the Auditor's certificate required by the statutes bearing date June 23, 1856. The incorporators were: William L. Perkins, Aaron Wilcox, Timothy Rockwell, Charles A. Avery, S. T. Ladd and Reuben Hitchcock, all resident freeholders of Lake County. The first Board of Trustees was elected by the incorporators June 24, 1856, and consisted of Aaron Wilcox, Reuben Hitchcock, Charles A. Avery, Edward L. Plympton and Timothy C. Martindale, of Lake county; Orinell H. Fitch, of Ashtabula county; Rev. Thomas C. Clark, of Trumbull county; Rev. John C. Hart, of Portage county; Rev. Carlos Smith, of Summit county; Rev. James A. Hoyt, of Cuyahoga county; A. A. Bliss, of Lorain county; Rev. David A. Grosvenor, of Medina county; Rev. Frederick H. Brown, of Mahoning county; Lester Taylor, of Geauga county; and Rev. Alfred Newton, of Huron county, all of the State of Ohio.

The Trustees hold their position during life, or until their seats are declared vacant by the Board in pursuance of the by-laws, and vacancies occurring in the Board, by death or otherwise, are filled by the Board of Trustees. This Institution is not under control of State, local or



municipal authorities, nor under the Common School system. It is not under the patronage or direction of any religious denomination, but is designed to be eminently Christian in all its management in every department, and is patronized by all Evangelical denominations, though more extensively by Congregationalists and Presbyterians.

The town of Painesville, in which the Institution is located, is on the Lake Shore Railroad, and is thirty miles east of the city of Cleveland. It is also connected with Youngstown, Ohio, by the Painesville and Youngstown Railroad.

The grounds and premises comprise 14 acres, including a grove of oaks and chestnuts, and abundant space for fine effects in landscape gardening when the means of the Institution shall permit.

The original building, completed and opened September, 1859, is 180 ft. by 60 ft., and four stories high above the basement, which is occupied as dining hall, domestic hall and store-rooms.

The lands occupied with the improvements and buildings are now worth \$100,000, of which \$75,000 to \$80,000 is in the building, the original cost of which cannot now be accurately ascertained. An improvement is now in prospect in the addition of a building 74 ft. by 40 ft., to be connected with the main building, and to contain a dining hall, library, and thoroughly furnished department for the care of the sick.

All the grants to this Institution have been derived from individual sources and have been invested in the lands, buildings and improvements, and in the library, apparatus and furniture. It has no endowment, or permanent fund, but greatly needs it.

The articles of association declare the object proposed by this Institution to be "to promote thorough and complete female education," and "for that purpose the system of instruction, the principles of government and the general plan of management shall be substantially after the

model of the Mt. Holyoke Seminary, at South Hadley, in Massachusetts."

In 1847, a school for young women, taught by graduates of Mt. Holyoke Seminary, and under the care of a Board of Trustees, was begun at Willoughby, Lake county, Ohio. The instruction was thorough, the aims of the school high, and it was an acknowledged power for good throughout this region.

After some years, Rev. Roswell Hawks, who had been interested in the founding of Mt. Holyoke Seminary, and had aided in collecting funds for that Institution, was invited to Willoughby by the Trustees of the school to consult with them in regard to its interests. About this time the buildings occupied by the school were burned, and a question arose as to its permanent location. Mr. Hawks was in favor of a larger town. Liberal offers being made by citizens of Painesville, and other considerations favoring, this town was selected as the location of the Seminary. It was not intended that the school should be local in its character. Rev. Roswell Hawks was appointed an agent to present its claims and solicit subscriptions through Northern Ohio. Contributions came mainly from Lake county. Father Hawks, as he was familiarly called, with gentlemen of Painesville specially interested, Reuben Hitchcock, A. Wilcox and C. A. Avery, labored with untiring zeal in providing means and in superintending the erection of the building.

Miss Lydia Sessions and Miss Mary Bronson, graduates and teachers of Mt. Holyoke Seminary, were elected Principal and Associate Principal. Miss Bronson spent several months in Painesville, prior to the opening of the school, in preparing those who were candidates for entrance. The Principal and Associate Principal, with seven assistant teachers, most of them graduates of Mt. Holyoke Seminary, took possession of the building and opened the school in September, 1859, with 127 pupils, all boarders. The plan of education proposed can be best stated in the words of Mary Lyon, the noble founder of the parent institution :

1. Buildings for the accommodation of the school and of boarders, together with furniture and all other things necessary for the outfit, to be furnished by voluntary contributions, and placed, free from incumbrance, in the hands of Trustees, who should be men of enlarged views and of Christian benevolence.

2. Teachers to be secured, possessing so much of a missionary spirit that they will labor faithfully and cheerfully, receiving only a moderate salary compared with what they could command in other situations.

3. Style of living neat but very plain and simple.

4. Domestic work of the family to be performed by the members of the school.

5. All pupils to room and board within the walls of the Seminary.

6. Board and tuition to be placed at cost, or as low as may be and still cover the common expenses of the family, instruction, etc.

7. The whole plan to be conducted on the principles of our missionary operations; no surplus income to go to the teachers, to the domestic superintendent or to any other person, but all to be cast into the treasury for the still further reduction of the expenses the ensuing year.

The experience of seventeen years in this Institution has proved the value of these principles. No material deviation from the original plan has been made. The cost of board and tuition has varied, but has been kept at the lowest possible point. It is now \$165 per year, including steam-heated rooms and lights. The domestic work, frequently misunderstood and severely criticised, has proved to be invaluable in its influence on character, as well as an important means of reducing the expenses.

Requirements for admission to the Seminary are few in number, and are adapted to the region in which the school is located. Geography, grammar and arithmetic, to Percentage, are required on entrance. Examinations are thorough. Three weeks are allowed for review, if, upon examination, there is found to be a deficiency in

any study. Candidates failing after this opportunity, are obliged to prepare elsewhere. The course of study is as follows :

#### JUNIOR YEAR.

Latin Reader and Grammar—Harkness.

Arithmetic, (finished.)

Algebra—Loomis.

Physiology—Hitchcock.

History of the United States.

Analysis of the English Language.

Bible : Genesis ; Exodus ; the Gospels.

English Composition.

#### JUNIOR MIDDLE YEAR.

Sallust.

Latin Prose Composition—Arnold.

Geometry—Loomis.

Natural Philosophy—Quackenbos.

Botany—Gray.

Ancient History, (Wilson's Outlines, Univ. Ed.)

Rhetoric—Quackenbos.

Bible : Joshua ; Judges ; Monarchy till the death of Solomon ; Acts.

English Composition.

#### SENIOR MIDDLE YEAR.

Virgil.

Trigonometry—Loomis.

Modern History, (Wilson's Outline, Univ. Ed.)

Chemistry—Stockhardt.

Astronomy—Peabody.

English Literature—Shaw Backus.

Bible : Monarchy from the Revolt to the Captivity ; Hebrews.

English Composition.

#### SENIOR YEAR.

Cicero.

Geology—Dana.

Natural Theology—Chadbourne.

Evidences of Christianity—Alexander.

Mental Philosophy—Haven.

Moral Science—Wayland.

Butler's Analogy.

History of Literature—Botta and Schlegel.

Bible: the Prophetical Books; Ezra, Nehemiah and Romans.

English Composition.

Competent instruction in French, German and Instrumental Music will be provided. Those who pursue these studies will be expected to give them such time and thorough attention as they demand, and will therefore require a longer time to complete the course. For such instruction, and for the use of a piano, a reasonable extra charge will be made.

Instruction will be given without charge in Vocal Music in classes, in Reading, Penmanship and Drawing.

The question of a Preparatory year is under consideration; the terms of admission to be the same, some studies of the present Junior year to be included in the Preparatory year, and a more liberal course of study to be thus secured.

Diplomas signed by the Principal of the Seminary and the Secretary of the Board of Trustees are, by vote of the Board, on recommendation of the Principal, given to those who have completed the prescribed course of study. Certificates of attainment are given, when requested, to those who complete the full course.

In this Institution, religious influences are regarded as essential. The arrangements of the school and family are on this basis. The Word of God is daily honored, and family worship is maintained, attendance upon which is obligatory.



The Library contains 1554 volumes, obtained by donations from individuals. The reading room is furnished with valuable periodicals.

The Seminary possesses a collection of minerals ; chemical apparatus, procured in Germany with special reference to laboratory practice ; a manikin and twelve magnified models ordered from Dr. Auzoux, of Paris, with a skeleton and other appliances for anatomical study to the value of eight hundred dollars, and the nucleus of an art gallery in a collection of photographs and casts.

The number of pupils for the school year 1875-6 is 100. Nine in the Senior class.

The number of graduates of this Institution, including the Senior class of 1876, is 150.

The number who have engaged in teaching, after graduation, is 102.

The number of regular teachers is 11, an increase of 4 over the number employed in the earlier years of the Seminary. Lectures in Chemistry are given by Prof. E. W. Morley, of Western Reserve College.

During the present school year, lectures in English Literature have been given by Prof. N. P. Seymour, of Hudson, Ohio, and lectures in Physical Geography, by Hon. T. W. Harvey, of Painesville. It is expected that courses of lectures will form a part of the instruction of each year, and that an advance will be made in every department of study.

Lake Erie Seminary enters upon the new century with promise of success in its work of training women for the highest service in the church and in the world.

MARY A. EVANS,  
*Principal.*

TABLE SHOWING THE NUMBER OF STUDENTS IN LAKE  
ERIE FEMALE SEMINARY IN EACH  
CLASS ANNUALLY.

YEARS.	Unclassed.	Junior.	Junior Middle.	Senior Middle.	Senior.
1860.....	37	78	.....	10	2
1861.....	7	67	.....	20	9
1862.....	16	30	.....	12	12
1863.....	48	42	.....	13	7
1864.....	51	72	.....	19	7
1865.....	49	81	.....	12	11
1866.....	21	103	.....	25	6
1867.....	30	79	.....	24	18
1868.....	8	12	.....	44	15
1869.....	8	43	.....	9	15
1870.....	.....	42	15	8	4
1871.....	.....	38	30	12	7
1872.....	.....	51	31	11	10
1873.....	.....	71	26	17	6
1874.....	.....	64	41	12	6
1875.....	.....	51	32	10	10

TABLE SHOWING THE ATTENDANCE AT LAKE ERIE SEMINARY ANNUALLY FROM EACH STATE OF THE UNION AND FROM FOREIGN COUNTRIES.

YEARS.	California.	Colorado.	Connecticut.	District Columbia.	Georgia.	Illinois.	Indiana.	Iowa.	Kansas.	Maryland.	Massachusetts.	Michigan.	Minnesota.	Mississippi.	Missouri.	Nebraska.	New Hampshire.	New Jersey.	New Mexico.	New York.	Ohio.	Pennsylvania.	Rhode Island.	Tennessee.	Texas.	Vermont.	Virginia.	Wisconsin.	Foreign Countries.
1860.....						3	2						1							2	115	3			1				
1861.....						2	1				1	2			1				1	4	88	4			1				
1862.....			1			1														5	53	6				1		1	
1863.....			1	1		2						2	1							7	83	10					1	1	
1864.....				1		6	3	2			1	7								8	101	17					1	1	
1865.....			2	1		10	3	2			1	7								3	95	24		2			1	1	
1866.....	1			1		15						6								7	114	7	1				2		
1867.....	1		1			5	1				1	8				2				7	108	19					1	1	
1868.....			2			2	1	1			1	3	1							10	45	14						3	
1869.....	1					1		1										1		9	51	10						1	
1870.....					1	2		1			2	2	1	1		2					39	18		1					
1871.....						2	1									1				4	27	13		1				2	
1872.....	1			2		1	1	1												5	65	9		1			1	3	
1873.....	2			2		1	1	1			1	4	3	2	1					9	80	13			1		1	3	
1874.....		1				2					1	1	2							11	86	17			1		1	3	
1875.....			2	1		3							1		2					3	75	11		1				2	



HISTORICAL SKETCH  
OF  
MARIETTA COLLEGE,

Founded at Marietta, Ohio, February 14, 1835.

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The historian of one of the most prominent of our State Universities, after describing the stormy times through which the Institution had passed, says: "But the best thing which can be said of the Law school is, that it has no history. No differences of opinion as to its management have ever been brought before the public; its classes have matriculated and graduated in succession, and nothing has arisen to furnish matter of discussion."\*

What is here said of that Law school may be said of Marietta College. From its establishment to the present day it has been singularly free from excitements and troubles, and it has pursued the even tenor of its way, aiming to give the best possible training to the young men who have sought its privileges. The Trustees have never been divided into parties, and its Faculty has ever been harmonious. In the sense in which the word "history" is used in the paragraph quoted above, the College furnishes little material for an historical sketch, and perhaps this is the best thing which can be said of an institution of learning.

The College at Marietta has always been closely identified with the place where it is located, and its name is much more than a mere designation. The beautiful town at the mouth of the Muskingum was settled in 1788 by the Ohio

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\* Ten Brook's American State Universities and the University of Michigan, p. 227.



Company, an association composed for the most part of the officers of the Revolution. Of this company General Washington wrote :

"No colony in America was ever settled under such favorable auspices as that which has just commenced on the banks of the Muskingum. Information, property, and strength will be its characteristics. I know many of the settlers personally, and there never were men better calculated to promote the welfare of such a community."

The relation of General Rufus Putnam to the Ohio Company is a matter of history. He and General Benjamin Tupper issued the call of the meeting at Boston, March 1, 1786, which formed the Association. He presided at that meeting, was chairman of the committee appointed to draw up the articles of agreement, and was appointed superintendent of the colony. The agent of the company to purchase land from Congress was Rev. Dr. Manasseh Cutler.\* To his suggestions were probably due some of the best features of the celebrated ordinance for the government of the territory northwest of the river Ohio, which was adopted by the Continental Congress while Dr. Cutler was negotiating the purchase. This ordinance, says Judge Story, "is equally remarkable for the brevity and exactness of its text, and for its masterly display of the fundamental principles of civil and religious liberty."

The settlement thus begun in 1788 received additions from year to year. Some of the family of General Israel Putnam joined it, and at various times many others, representing the best blood of New England.

The College at Marietta was the natural outgrowth of this settlement by the Ohio Company. The descendants of the men of the Revolution and their associates in the Ohio Company, whose ideas of civil society were embodied in the

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\* The original contract (on parchment) for the land, made with Congress by Dr. C., and the deed (signed by George Washington and Thomas Jefferson) conveying 913,883 acres to Rufus Putnam and others in trust for the Ohio Company, have been deposited in the library of Marietta College by the Hon. William Rufus Putnam, grandson of General Rufus, and a Trustee of the College.

immortal ordinance of 1787, were the founders of Marietta College, and they have been its warmest and most steadfast friends and its most generous benefactors. To speak of no others, the families of the two Putnam—General Israel and General Rufus—of Dr. Manasseh Cutler and General Benjamin Tupper, have furnished eight Trustees of the College, six of whom still hold to it this relation.

#### NAME AND CHARTER.

The charter of Marietta College bears date February 14, 1835. The Institution had, however, been in operation a short time under another name. An act of incorporation had been obtained December 17, 1832, for "The Marietta Collegiate Institute and Western Teachers' Seminary." This charter gave no power to confer degrees, and contained a section authorizing any future Legislature to amend or repeal it. A new charter was obtained two years later, free from the repealing clause, and giving the power to confer degrees.

The same gentlemen were named as corporators in both charters, viz: Luther G. Bingham, John Cotton, Caleb Emerson, John Mills, John Crawford, Arius Nye, Douglas Putnam, Jonas Moore, and Anselm T. Nye, though of them, Messrs. Arius Nye and John Crawford retired from the Board about the time the College charter was obtained.

The gentlemen, and their successors, were "constituted a body corporate and politic with perpetual succession, with all the powers and privileges incident to a corporation, to be known and distinguished by the name and style of 'The Trustees of Marietta College.'"

There is no restriction or requirement as to residence, religious belief, or any other qualification. The State has no management or control of the Institution, and no State official is a Trustee *ex-officio*. It is not under the direction of any religious denomination, nor has any ecclesiastical body the power to appoint or nominate Trustees. It was intended to be an Institution where sound learning should

be cultivated under the best religious influences: a Christian College, controlled by a Board of Trustees, with power to fill all vacancies in their body.

The act of incorporation provides for the establishment "in the County of Washington" of an Institution, etc. It was intended to be at Marietta, the capital of the county, the place where the settlement was commenced April 7, 1788. The idea of offering the location to be determined by competitive bids was never entertained.

There were no reservations as to free scholarships, and no requirements as to instruction in particular studies. The charter provides for the establishment of an institution "for the education of youth in the various branches of useful knowledge."

The corporation were empowered to confer on those whom they might deem worthy "such honors and degrees as are usually conferred in similar Institutions."

#### MODIFICATIONS OF THE CHARTER.

The charter to "Marietta College" of February 14, 1835, has been modified but once. This amendment, made December 21, 1844, authorized the Board of Trustees to increase the number of members at their discretion, provided it should not consist of more than twenty-five. It also authorized the Board to prescribe by by-law in what manner a quorum for the transaction of business should be constituted. •

The full number of members has never been reached; the present number of elected members—the President of the College is a member *ex-officio*, and has been annually elected to the Presidency of the Board of Trustees—is twenty-one. A quorum consists of seven.

#### SITE.

Marietta is situated at the mouth of the Muskingum river, the largest northern tributary of the Ohio. It is the capital of Washington County, which was the first organized in the Northwest Territory. Marietta is nearly

due south from Cleveland, and a few miles north of east from Cincinnati. It has steamboat communication with all places on the Ohio, and with those on the Muskingum as far as Zanesville. The Marietta & Cincinnati, and the Marietta, Pittsburgh & Cleveland Railways, with their connections, furnish direct railway communication with all parts of the State.

#### GROUND AND PREMISES.

\* The town of Marietta is laid out in blocks, 810 feet long by 370 wide. The College buildings occupy one of these blocks, which, situated in a quiet part of the town, and yet near the postoffice and business portions, is perhaps the most eligible site for the purpose which the town affords. The President's house is on an adjoining block, on a lot 120 feet by 225.

#### OTHER LANDS.

Donations in land have occasionally been made to the College, and some parcels are now held in Ohio, Illinois and Missouri. Such property has been disposed of as soon as fair prices could be obtained. For the most part, donations in land have proved profitable to the Institution.

#### BUILDINGS.

The educational work of the College proper was carried on, till 1850, in a single building of very moderate dimensions. It is seventy-five feet by forty, four stories high, with a basement and an attic. The basement has long since ceased to be used for recitation rooms, as originally designed. The building is now used for students' rooms, except the Latin recitation room and the reading room. It was erected in 1832.

The second building is seventy-five feet by fifty-three, three stories high, with a tower. It was erected in 1850; according to the plans and under the supervision of Hon. R. E. Harte, of Marietta. On the first floor are the President's lecture room, the Mathematical room, the Chemical lecture room, and a working room for the Chemical depart-

ment. About half of the second story is occupied as a room for the College Cabinet and apparatus. There are also the Greek room, the Rhetorical room, and "Hildreth Cabinet." In this last are deposited the specimens in Natural History and Geology presented to the College by the late S. P. Hildreth, LL. D. The two Literary Societies occupy the third floor.

This building, whose corner-stone was laid in 1845, with an address by Hon. Lewis Cass, who was a citizen of Marietta in his early manhood, was erected through the liberality of the people of Marietta. The room containing the Cabinet and apparatus is named "Slocomb Hall," from William Slocomb, Esq., one of the principal donors.

The third building of the group was finished in 1870, and was erected by the Alumni and other students of the College. Its cost, including the fitting up of the two rooms for the Libraries of the two Literary Societies, was about \$25,000. It is two stories high, and seventy-five by fifty feet on the ground. The lower story, which is sixteen and a half feet high, is divided by a wide hall into two equal parts, one of which, intended for an Alumni Hall, is at present used as a Chapel. The other half furnishes two fine rooms for the society libraries.

The whole of the second story, which is twenty feet high, is devoted to the College Library. The room is surrounded with a gallery, and has twenty-five alcoves, each lighted with its own window.

On another part of the grounds is a building used for the Preparatory Department exclusively, thus keeping this department entirely distinct from the College. This building is of wood, while the others are of brick. The three forming the College group are on an elevated portion of the grounds, with a beautiful slope in front.

It will be seen that the outlay for buildings has been very moderate. The Trustees have acted on the principle that the real efficiency of an Institution of learning is in men, with books and apparatus to work with, rather than in



buildings. Accommodation of this kind has been provided when the necessity became urgent, but there has been no ambition to erect fine edifices.

#### ORIGIN AND CHANGES.

It has already been stated that Marietta College owes its existence and its success to the character of the men who began, at this point, the settlement of the Northwest. After spending forty years or more in removing the forest, they could no longer postpone the establishment of an institution of learning, embodying those principles and methods which had made the old Colleges of New England so efficient and prosperous. There was a deep conviction on the part of many of the most intelligent men in southeastern Ohio that a literary institution of high order was essential to the educational and religious interests of a large region, of which Marietta was the center. This conviction was confirmed by the opinions of men of high standing both West and East.

The enterprise was undertaken by men who understood that a long and arduous work was before them. They knew that an institution conducted with reference to genuine and thorough culture, with no resort to superficial methods or temporary expedients, must be of slow growth. They had but moderate means from which to draw, but their gifts were most generous. They gave, expecting to give again and again, as they have done. They believed that such an institution as they proposed to establish was indispensable, and their faith in its success was strong from the beginning.

Of the seven Trustees who continued to act under the charter of 1835, one left the Board in 1845 on his removal to the East, three have deceased, and three are still connected with the College.

Rev. Luther G. Bingham, a native of Cornwall, Vermont, and graduate of Middlebury College, was pastor of the Congregational Church at Marietta, though a member of the Presbytery of Athens, when the College was founded. In con-

nection with Mr. Mansfield French, he had established a High School at Marietta, and the building they had erected became the property of the College. Mr. Bingham left Marietta for Cincinnati in 1838, and a few years later removed to Brooklyn, New York. He was very active in the early history of the College, and his connection with it as Trustee continued till 1845.

Hon. John Cotton, M. D., a lineal descendant of the distinguished clergyman of that name, who came to Boston in 1633, was born at Plymouth, Mass., September 9, 1792, and was graduated at Harvard in 1810. He established himself as a physician at Marietta, and remained here till his death, April 2, 1847. Dr. Cotton filled many positions of usefulness, and was a most valuable member of the Board of Trustees. He was elected President of the Board at its organization in December, 1832, and continued President till 1838.

Caleb Emerson, Esq., was born at Ashley, Mass., August 21, 1779, and came to Ohio in 1808. He was a lawyer by profession, and a man of philosophic mind, enriched by very wide reading. He married a daughter of Captain William Dana, one of the pioneers, whose descendants are numerous and of the highest respectability. Mr. Emerson was a Trustee till his death, March 14, 1853.

Jonas Moore, M. D., another of the founders of the College, was also a native of Massachusetts, born March 9, 1781. His early manhood was spent at the South, but for many years he was a citizen of Marietta. He was a warm friend of the College, and gave generously to its funds. Dr. Moore died March 24, 1856.

The three surviving founders, John Mills, Douglas Putnam and Anselm T. Nye, are all natives of Marietta. They have all been prominent business men, and identified with the most important enterprises of the place. Colonel Mills was Treasurer of the College from its founding till 1850, rendering this service gratuitously, the treasury being also almost always overdrawn, sometimes to the amount of several thousand dollars. Mr. Putnam has been the Secretary of the Board from the beginning. Both have been mem-

bers of the Executive Committee from the first, and they are the two largest donors. Colonel Mills gave \$1,000 when the College was founded; his last gift was \$10,000. The sum of his donations is nearly \$22,000. Mr. Putnam's first gift was \$200, and his last \$25,000; the whole amounting to about \$47,000. He now proposes to give \$50,000 more, provided a certain additional amount shall be secured.

Between 1835 and 1845, when the amendment in the charter authorized an increase of members, there was but one addition to the Board—Rev. Addison Kingsbury, D. D., of Zanesville, who was elected in 1838, and who is still a member. Of those elected in 1845 and subsequently, the following gentlemen remained members till their decease: Henry Starr, Esq., 1845–51; Rev. Charles M. Putnam, 1845–70; William Slocomb, Esq., 1847–73; Noah L. Wilson, Esq., 1849–67; Rev. Thomas Wickes, D. D., 1849–70. A number have resigned, in consequence of change of residence, viz: Rev. Jacob Little, D. D., 1845–70; Rev. E. Buckingham, D. D., 1845–61 (subsequently a Trustee of Western Reserve College); Rev. Alexander Duncan, 1845–60; Rev. H. L. Hitchcock, D. D., 1846–55 (then elected President of Western Reserve College); Rev. Franklin S. Howe, 1847–54; Rev. Samuel W. Fisher, D. D., 1854–59 (when he became President of Hamilton College).

The whole number of elected Trustees has been forty-one—sixteen clergymen and twenty-five laymen. Five are alumni of the College, viz; Rev. George M. Maxwell, D. D., of the class of 1842; William Sturgess, Esq., 1845; Hon. Alfred T. Goshorn, 1854; \* Col. Douglas Putnam, jr., 1859; and Gen. Rufus R. Dawes, 1860.

The "Collegiate Institute" went into operation in the autumn of 1833. Mr. Henry Smith, who was at the head of a High School in Marietta when the first charter was obtained, was elected Professor of Latin and Greek in the winter of 1832–33. In May, 1833, Mr. Milo P. Jewett was

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\* As these sketches are prepared for the Centennial Exposition, the writer takes pleasure in noting that the Director-General of the Exposition is both an Alumnus and a Trustee of this College.

made Professor in the Teachers' Department, and in August Mr. D. Howe Allen was chosen Professor of Mathematics, and Mr. Samuel Maxwell, Principal of the Preparatory Department. A Freshman class was formed that fall, but becoming reduced in numbers, its members fell back into the next class, which was graduated in 1838.

The relations of these gentlemen to the institution remained unchanged under the charter of 1835, Professor Jewett having been transferred in the summer of 1834 to the chair of Rhetoric and Oratory. In the spring of 1835, Rev. Joel H. Linsley, of Boston, was elected President. Thus, when the Collegiate Institute became "Marietta College," the Faculty consisted of five members, a President, who was also Professor of Moral and Intellectual Philosophy, a Professor of Languages, a Professor of Rhetoric and Oratory, a Professor of Mathematics, and a Principal of the Preparatory Department.

President Linsley remained at the head of the Institution till 1846, when he accepted the pastorate of a church in Greenwich, Connecticut. He devoted himself to the duties of his office with the utmost zeal and fidelity, rendering fruitful service both as an instructor and in the general work of administration. All who knew him will recognize the truthfulness of the words penned by his successor concerning him:

"To the deep-toned piety and spiritual fidelity of Dr. Linsley, the Institution is largely indebted for the internal religious influence which prevailed, and the frequent and powerful revivals of religion which blessed it during the period of his Presidency; and to his earnest conviction of the importance of the Institution to the cause of Christ and his stirring appeals from the pulpit, is to be ascribed much of the public confidence which it has secured, and the favor which it has met with from the friends of Christian education both East and West." \*

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\* Dr. Linsley was born at Cornwall, Vermont, July 16, 1790; was graduated at Middlebury College, 1811; was Tutor from 1813 to 1815; practiced law at Middlebury 1816-22; pastor of the South Congregational Church, Hartford, Conn., 1824-32; pastor of Park Street Church, Boston, Mass., 1832-35; President of Marietta College, 1835-46; pastor of the Second Congregational Church at Greenwich till his death, March 22, 1868. He received the degree of D. D. from Middlebury in 1837, and was a Trustee of Yale College from 1855 till his death.

President Linsley was succeeded in the Presidency by Professor Henry Smith, who had been Professor of Languages from the founding of the College. The Institution was fortunate in all the members of its first Faculty. Four of them came directly from the Theological Seminary at Andover, and their subsequent success attests the good judgment of the Trustees in their appointment. Dr. Smith remained in the College longer than any of his associates, and his department of instruction furnished the opportunity to leave a decided impress upon the Institution in its forming period. While those associated with him in laying the foundations of the College were men of fine ability and high attainments, some of them eminently so, it is not doing them injustice to say that the College is more indebted to him than to any other of its instructors for shaping its character, and making it a place of genuine and thorough culture. Few men have combined in a higher degree than Dr. Smith broad and exact scholarship, ability in instruction, and eminence in the pulpit. He resigned the Presidency in the winter of 1854-55, and accepted an invitation to the chair of Sacred Rhetoric in Lane Seminary, with which Institution he has been connected up to the present time, with the exception of a few years at Buffalo, N. Y., as pastor of the North Presbyterian Church. \*

Professor Jewett, a graduate of Dartmouth in 1828, left the College in 1838. For many years he was at the head of a Female Seminary in Alabama, and then removed to Poughkeepsie, New York. It was during his residence there that Mr. Matthew Vassar decided to appropriate a portion of his property to the founding of a College for young ladies; and it was, doubtless, owing, in part at least, to the influence of Professor Jewett that this munificent gift, originally intended for another purpose, took an educational direction. He was appointed the first President of Vassar College, and visited Europe to examine institutions with

President Smith was graduated at Middlebury College in 1827, and was Tutor there from 1828 to 1830. He received the honorary degree of D. D. at Middlebury, in 1847, and that of LL. D. at Marietta in 1874.



reference to methods of instruction and courses of study. He is now living in Wisconsin. The degree of Doctor of Laws was conferred on Professor Jewett in 1861, by the University of Rochester, New York.

Professor D. Howe Allen (Dartmouth, 1829) was transferred from the chair of Mathematics to that of Rhetoric and Oratory, at his own request, in 1838, on the resignation of Professor Jewett. His fitness for successful work as an instructor, and his personal influence over young men, was remarkable, and his loss was seriously felt when he accepted an invitation to Lane Seminary in the early autumn of 1840. As Professor of Sacred Rhetoric, and afterward of Theology, he was eminently successful. Professor Allen was born at Lebanon, New York, July 8, 1808. The honorary degree of Doctor of Divinity was conferred upon him by Marietta College in 1848. His connection with Lane Seminary remained till his death, though for years he was laid aside from active duty. He died November 9, 1870.

Professor Samuel Maxwell (Amherst, 1829) was connected with the institution for more than twenty years, for the greater part of the time being in charge of the Academy or Preparatory Department. He was a man of great personal intelligence, and was most conscientious in the discharge of his duties. In 1855 he relinquished that work and established a boarding school for lads. He was born at Lebanon, Connecticut, March 9, 1804, and died at Marietta, January 24, 1867.

Of the original faculty of five,\* two only are now living—Professor Henry Smith and Milo P. Jewett. The following gentlemen have been Professors for various periods, but are not now in active duty: Professor John Kendrick, a graduate of Dartmouth, 1826, and valedictorian of the class to which Chief Justice Chase belonged, succeeded Professor Allen in the chair of Rhetoric, etc., in 1840, having for some years previously been a member of the faculty of

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It is worthy of note that three of these five were the valedictorians of their respective classes in College.

Kenyon College. He was transferred to the department of Ancient Languages when Dr. Smith became President in 1846. In 1866 the department was divided, Dr. Kendrick retaining the Greek. He resigned in 1873, having been in active service in the College for thirty-three years. Since that time he has been Professor Emeritus.\*

Professor Hiram Bingham, a graduate of Middlebury, 1839, occupied the chair of Geology and Chemistry from 1846 to 1849, since which time he has been in the work of the ministry in Northern Ohio.

Professor Ebenezer B. Andrews, an Alumnus of the College, of the class of 1842, was elected to the department of Geology, etc., in 1851. With the exception of two years in the army as Colonel of the 36th O. V. I., he continued to discharge the duties of this Professorship till 1870, when he resigned to enter the service of the State in the Geological Survey.†

Professor Addison Ballard (Williams' College, 1842) was Professor of Mathematics and Natural Philosophy from 1855 to 1857, having previously held the chair of Rhetoric at Williams' College. He is now Professor at Lafayette College, Easton, Pennsylvania.‡

Dr. Ballard was succeeded by Professor Evan W. Evans (Yale, 1851), who occupied the Mathematical chair till 1865. On the organization of Cornell University he was elected Professor of Higher Mathematics in that institution. He died in 1874.

In 1860 Mr. Edward P. Walker (Marietta, 1856) was appointed Professor of Rhetoric and English Literature. He had been tutor from 1856 to 1867. The hopes cherished by his friends and associates that a long career of usefulness was before him were cut off by his death in the latter part of 1861.

After the resignation of Dr. E. B. Andrews, in 1870, the vacancy was filled by the appointment of Mr. William B.

\*Dartmouth College conferred upon him the degree of Doctor of Laws in 1870.

†The degree of Doctor of Laws was conferred on him by his *Alma Mater* in 1870.

‡He received the degree of D. D. from Williams in 1867.

Graves (Amherst, 1862). Professor Graves had charge of the Chemical and Geological Department till 1874, when he accepted an appointment in the Agricultural College at Amherst, Massachusetts.

The gentlemen named above are all besides the present faculty who have held permanent Professorships in the College, though a number have been acting Professors for short periods, or have been lecturers. George O. Hildreth, M. D., lectured on Chemistry and Mineralogy from 1840 to 1843. Timothy S. Pinneo, M. D., was acting Professor of Mathematics in 1843-4. Professor Alonzo Gray gave instruction in 1844-5, and Professor W. W. Mather in the same department in 1845-6. Professor George R. Rosseter had charge of the Mathematical Department in 1850-1, and Professor William Porter, now of Beloit College, gave instruction in the Classical Department from 1850 to 1852. Charles H. Raymond, M. D., lectured on Chemistry in 1850-1, and Rev. Charles S. LeDuc gave instruction in Mathematics in 1852-3. Professor Erastus Adkins, formerly of Shurtleff College, gave instruction in Greek from 1857 to 1859, and in Greek and Rhetoric from 1864 to 1866. Professor John N. Lyle, now of Westminster College, Missouri, had charge of the department of Mathematics and Natural Philosophy from 1866 to 1868.

The present faculty numbers eight, including the Principal of the Academy and the tutor, four of them being graduates of the College.

President Israel W. Andrews (Williams' College, 1837,) was appointed tutor in the fall of 1838, and in April, 1839, was elected Professor of Mathematics and Natural Philosophy. Entering upon the duties of that department at the beginning of the next college year, he continued them till 1855, when he was called to the Presidency.\*

Professor George R. Rosseter (Marietta, 1843,) was tutor from 1845 to 1847; Acting Professor of Mathematics in

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\*The degree of D. D. was given him by Williams' College in 1856, and that of LL. D. by Iowa College in 1874.

1850-1; Principal of the Academy from 1864 to 1868, and then was elected to the chair of Mathematics, Natural Philosophy and Astronomy.

Professor John L. Mills (Yale, 1855) was tutor at Yale from 1858 to 1861, Professor of Mathematics, etc., here from 1865 to 1866, and was then transferred to the chair of Latin.

Professor David E. Beach (Marietta, 1859,) was Principal of the Academy for two years from 1859 to 1861, and in 1869 was appointed Professor of Moral Philosophy and Rhetoric.

Professor S. Stanhope Orris (College of New Jersey, 1862) was tutor at Princeton from 1865 to 1866, and was elected Professor of Greek in 1873, on the retirement of Dr. Kendrick.\*

Professor Thomas D. Biscoe, a graduate of Amherst in 1863, tutor there one year, and Walker instructor in Mathematics from 1866 to 1869, was appointed Professor of Chemistry and Geology in 1874.

Mr. George R. Gear, an Alumnus of the College in 1867, has been Principal of the Academy since 1871, and the present tutor is Mr. Charles K. Wells, of the class of 1874.

It has been stated above that Professor Maxwell, the first Principal of the Academy, continued in charge of it till 1855. Since that time some graduate of the College has been Principal, with the exception of two years, from 1862 to 1864, when it was under the care of Rev. Edward F. Fish, a graduate of Hamilton College.

Of the tutors, all have been Alumni of the College except for the year 1838-9. The whole number of instructors—Presidents, Professors, Principals of the Academy and tutors—has been forty four; of whom twenty-nine have been Marietta graduates. The institution has thus honored its educational work by calling back its Alumni, and committing to them the responsible work of instruction.

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\*The honorary degree of Doctor of Philosophy was conferred on Professor Orris by the College of New Jersey in 1875.

The experience of the College is decidedly favorable to the election of young men as Professors. It has been seen that four of the five gentlemen composing the first faculty came directly from the Theological Seminary. Of the seventeen different Professors, five only had been engaged in other professional work. These five had been pastors of churches; but, with one exception, that of President Linsley, their periods of clerical service had been short, ranging from two to six years. All but one entered upon their duties as Professors at an early age. Eleven of the seventeen had been tutors, here or elsewhere, before becoming Professors. Two of the three Presidents were elected from the corps of Professors; in both cases men who had come here in early manhood. The aggregate time spent by these two in the work of instruction in the College has amounted to thirty years.

One feature of the College was modified after a few years experience. When the institution was opened provision was made for daily labor, agricultural and mechanical, and each student was required to work three hours a day in summer, and two in winter. As early as 1838 the shops were directed to be rented, and manual labor became optional. The last mention of it in the annual catalogue is found in that for 1842-3.

#### PLAN OF EDUCATION AND COURSE OF STUDY.

In founding the institution it was the purpose to establish a genuine College of the New England type. It has been seen that all the members of the original Faculty had been educated in the Eastern Colleges, and the same is true of those Trustees who had received a liberal education. Of the seventeen who have held permanent chairs in the College, three were graduates of Middlebury College, three of Dartmouth, two of Amherst, two of Williams, two of Yale, one of Princeton, and four of Marietta. The Institution was thus moulded after the New England type, and its course of study and general plan continue to be substantially the same as in those Colleges.



At first special arrangements were made for the instruction of teachers; but that department soon took the form of the Scientific course, found in so many Colleges, embracing all the branches pursued in the classical course except the Ancient Languages, with some additional work in Mathematics and its applications. But while this course, though inferior to the classical, was good in itself, as is shown in the case of the few students who completed it, the difficulty was that the students did not remain to finish it. Whatever may have been the cause, this was the fact. While the regular course was completed by sixty per cent. of those who entered it, this short course of three years was completed by only six per cent. It became evident that such a course was no advantage to the College, and was a doubtful good in any educational sense; as in all probability many who studied awhile in the short course would have completed the longer one had there been no other. It was given up about twenty years since. There have been occasional students who, while not candidates for a degree, have been permitted to recite in certain studies for which they were fitted. The experience of the College is decidedly adverse to any alternative courses of study which are not substantially equal in time and degree of culture to the full classical course.

With scarcely an exception, the Professors have given no instruction in the Preparatory Department, nor have their energies been exhausted in attempting to carry on a number of parallel courses of study. Their strength has been concentrated upon the proper undergraduate course, and they believe that the result has shown the wisdom of this policy. The requisites for admission have been gradually increased, and such changes have been made from time to time in the studies of the course as experience and the progress of the times have made desirable.

The optional system has not been regarded with favor. The first President, in his inaugural address, characterizes the theory "that each should follow his predilections, and pursue those studies only for which he has the most relish

and the best capacity, as fallacious in theory and mischievous in practice." The same system was also discussed by the present President at his inauguration in 1855. He says: "This College has not wasted her energies or jeopardized the interests of her young men by any rash experiments. She has pursued that course which the experience of the past and the wisdom of the most learned have pronounced to be the best adapted to secure the highest and most symmetrical development of the human intellect." Whatever changes have taken place, the principles underlying and guiding have remained the same. Marietta has no hesitation in declaring a decided preference for the methods adopted at Yale and Williams over those at Charlottesville and Ithaca.

In matters of internal arrangement, each class has sixteen literary exercises a week, including the declamation on Wednesday afternoon, which all the students attend. These daily exercises are not consecutive, the first being at about half past seven o'clock, the second at eleven, and the third at half past three in winter, and half past four in summer. The class system has been carefully maintained in distinction from that which would allow a Freshman, or it may be a Preparatory student, to recite with the upper classes, perhaps with the Seniors. The custom, well nigh universal forty years ago, of attending morning prayers and recitation before breakfast, and at a very early hour, was changed at Marietta in 1840.

#### RELIGIOUS INFLUENCES.

The founders of the College were religious men, and their purpose was to establish a Christian Institution. The design and aim have been to furnish the best facilities for instruction in all the branches of a liberal, non-professional education, and at the same time to bring the students under religious influences. A leading object was the training of young men for the work of the gospel ministry. One of the first donations was the sum of \$5,000, given by Deacon Sam-

uel Train, of Medford, Massachusetts, towards a fund for aiding the students who were preparing for this work.

But the Institution is under no ecclesiastical control, and neither charter nor by-law imposes any restriction in the election of Trustees or Professors. The first Board of Trustees, nine in number, had in it members of five different denominations. And the fund spoken of above is used to aid young men of promise belonging to any evangelical denomination.

The chapel services held every morning, and attendance upon which is obligatory, consists usually of reading the scriptures, singing, and prayer. Until 1868 there was a chapel service every evening also. There is no chaplain, and on the Sabbath students attend those churches in town which their parents prefer, there being no preaching service in the chapel. All the classes have a Biblical exercise on Monday morning.

Thirty-seven per cent. of the alumni have studied for the ministry. It may also be stated that seventy-six per cent. were professedly religious men at the time of their graduation, and that twenty-four per cent. were converted in College.

#### PREPARATORY DEPARTMENT.

From the first a separate department has been in operation, with the object of preparing young men for College. Since 1840 it has been known as the Marietta Academy. It has a permanent Principal, who receives the same salary as a Professor in College. The course of study occupies three years, and the school, in its plan and appointments, is specially designed for those seeking a liberal education, though others are received. Of those admitted to the Freshman class, about three-fourths on the average are prepared at this Academy. The average annual attendance, as shown from all the catalogues, is 75; the average for the last ten years is 103.

#### LIBRARIES, CABINETS, ETC.

As early as December, 1834, Professor Henry Smith obtained leave of absence, with continuance of salary, to go to Europe for the purpose of study. His departure was delayed, however, till the summer of 1836, and meanwhile efforts were made to raise funds for the purchase of books and apparatus. Most opportunely, though quite unexpectedly, the sum was increased by the gift of \$1,000 from the estate of Samuel Stone, of Townsend, Massachusetts. A like amount was given to each of several Colleges, for the purchase of books. The portion coming to Marietta was expended for philosophical works. Dr. Smith says: "These books were carefully selected and purchased, for the most part, by a personal attendance upon the great auction sales of Leipsig and Halle. In this way the Institution came into possession of one of the most valuable collections of classical works in the West, and for a sum probably less than one-third the price it would have cost in this country."

In 1850 a special effort was made by a few friends to increase the library. Mr. Douglas Putnam gave \$2,500, Mr. N. L. Wilson \$1,500, Mr. William Sturges \$1,250, Col. John Mills \$1,000, Mr. Winthrop B. Smith \$500, and others in smaller sums. President Smith expended most of this money abroad, thus increasing largely the number of works needed in the several departments of instruction. Subsequent purchases have been made from year to year, almost all with reference to the wants of the Professors. The College library is thus largely professorial, the Literary Societies providing for the current literature.

In 1850, Dr. Samuel P. Hildreth, an eminent naturalist of Marietta, gave to the College his cabinet of minerals, etc., together with some 500 volumes, chiefly scientific and historical. He continued to add to this collection till his death, 1863, since which time his son, George O. Hildreth, M. D., has made numerous additions.

The College has also received many valuable works from Hon. William A. Whittlesey and Hon. William P. Cutler.

both of Marietta. From various other sources the College has received books and pamphlets relating to this part of the West, and to the governmental history of the State and nation, making it unusually rich in works of this character.

The number of volumes in the College library, including the Hildreth collection, is over 15,000, and the whole number in the various libraries is about 27,000.

Besides the collections in the "Hildreth Cabinet," which are in a room by themselves, the College has a valuable collection of fossils, minerals, shells, etc. The whole have recently been arranged, and the number of specimens is over 30,000.

The apparatus, though not extensive, includes some valuable instruments. Among them are a Holtz Machine, Induction Coil, Electric Lamp, Absorption Spectroscope, Binocular Microscope, an Air-Pump of great power, a fine Atwood's Machine, a Theodolite, Sextant, etc. There is also a Quadrant belonging to and long used by General Rufus Putnam, who held the office of Surveyor-General under President Washington. It was given to the College by his grandson, Hon. William Rufus Putnam.

#### COLLEGE SOCIETIES.

The two literary societies, the Alpha Kappa and the Psi Gamma, were formed in December, 1839. They took the place of Phi Sigma, a society with two branches. They have large and handsome halls: the Alpha Kappa frescoed, the Psi Gamma stuccoed, with stained glass windows. The Alpha Kappa library has 5,130 volumes, the Psi Gamma 4,560. The initiation fee is \$5.00 in each; the annual dues \$5.25 in one, and \$4.50 in the other. The weekly meeting is on the forenoon of Saturday. New students are chosen by the societies alternately, keeping their numbers substantially equal.

The Society of Inquiry is a religious organization, formed June 5, 1833. It has a library of about 1,000 volumes, and a collection of curiosities illustrating heathen customs. The present number of members is 30.



There are two Secret Societies—the Alpha Di Gamma, formed in 1859, with 18 members at present, and a total of 148; and the Alpha Sigma Phi, formed in 1860, having 20 members, and a total of 150. There is a chapter of the Delta Upsilon, an anti-secret fraternity, formed in 1870, with 21 members, and a total of 66.

An Alumni Association was formed in 1841, and has been maintained with much interest.

In 1860, a chapter—the Gamma—of the Phi Beta Kappa Society was organized at Marietta, by Dr. John Kendrick (Dartmouth), Gen. T. C. H. Smith (Harvard), and Professor E. W. Evans (Yale).

A Boating Association has been in existence a few years. The Muskingum River, on which there is slack-water navigation, furnishes unsurpassed facilities. Number of members, 61.

#### GRADUATES.

The first class was graduated in 1838. From that time the series has been unbroken. The whole number of Bachelors of Arts is 404. Ten have completed a shorter course, and are entered as Bachelors of Science on the triennial.

The class (regular) of 1838 numbered 4, that of 1875 numbered 22. No class has been larger than the last, and none smaller than the first.

It has been stated before that 60 per cent. of those entering the regular classes have completed the course. Taking all the catalogues published from 1837–38 to 1875–76, the ratio of Seniors to Freshmen is as 67 to 100. On the 38 catalogues to 1874–75, the number of graduates is to the number of Freshmen as 66 to 100.

The alumni have come from twenty-five States, from the District of Columbia, from Canada, and from England. Ohio has furnished 290, Virginia (including West Virginia) 19, New York 12, Indiana and Kentucky each 11, etc. Washington County, of which Marietta is the capital, has furnished 125, or 31 per cent. of the whole. And for the last few years the catalogues show an average of forty students

from this county, being one for each one thousand of the population.

The graduates are distributed among the professions and occupations as follows: Clergymen, 37 per cent.; business men, 25 per cent.; lawyers, 17 per cent.; physicians, 8 per cent.; teachers, 8 per cent.; all others, 5 per cent.

Seventy of the alumni are sons of clergymen—17 per cent. Counting the present Senior class as graduates, the College has among her alumni 120 in groups of two, three and four in a family. Three families have sent four sons each, eight have sent three each, and forty-two have sent two each.

Thirty-six of the graduates came from other Colleges to finish their course here, and thirty-two who have left Marietta have taken their degrees elsewhere. The College has not knowingly received a student from another College who did not bring the customary papers.

The honorary degree of Doctor of Laws has been conferred on sixteen gentlemen, that of Doctor of Divinity on twenty-seven, that of Doctor of Philosophy on one, that of Master of Arts on thirty-seven, that of Bachelor of Arts on one.

The following persons have received the degree of LL. D.: Hon. Peter Hitchcock, 1845; Hon. Samuel F. Vinton, 1847; Hon. Gustavus Swan, 1851; Hon. Reuben Wood, 1851; Hon. Edward D. Mansfield, 1853; Samuel P. Hildreth, M. D., 1859; Hon. William Dennison, 1860; Hon. William V. Peck, 1860; Hon. Noah H. Swayne, 1863; Hon. Aaron F. Perry, 1865; Hon. Joseph G. Wilson, 1865; Hon. Chauncey N. Olds, 1869; Professor E. B. Andrews, 1870; Professor T. G. Wormley, 1870; Hon. Edward F. Noyes, 1872; Rev. Henry Smith, D. D., 1874.

#### GRANTS AND ENDOWMENTS.

The College has been sustained entirely by private generosity. It has never received from the State or Nation an acre of land or a dollar of money. It was not founded in consequence of any large gift from an individual or family, nor did the town vote, or the people pledge, any sum for the sake of securing the Institution at that point. The first

effort to raise funds was after the charter had been obtained, and this was to pay for the property which the Trustees had purchased, at a cost of \$8,000. This sum was secured at Marietta, three donors giving \$1,000 each.

This was the small beginning. But the founders and friends of the Institution appreciated the importance of the enterprise, and their gifts have increased with their ability. Their example has had its influence upon others, and thus the College has retained its old friends and been gaining new ones. As illustrative of this continuance of interest, and the increase in successive donations from the same persons, a fact or two may be stated. Among the donors in the first effort made in the spring of 1833 to raise \$8,000, were seven men who gave in sums ranging from \$50 to \$1,000, making an aggregate of \$2,250. The total gifts to the College made by these seven gentlemen up to this time amount to \$95,350, or over forty times the sum given at first. In 1847 a gentlemen in Southern Ohio gave \$50. In 1858 he gave \$500. About ten years later he gave \$5,000. It is by such men that Marietta has been sustained.

An examination of the list of donations shows that 120 persons have given each \$500 and upwards; 73 have given \$1,000 and upwards; 12 have given \$5,000 and upwards; and four have given \$10,000 each and upwards. The largest single gift is \$25,000.

Most of the donations have been given for the general purposes of the College. And when made for a specified use, as for a building or the library, it was because of special need in that direction. Allusion has already been made to a donation of \$5,000 to aid students having the ministry in view, which was made very early. Smaller sums have been added, but the fund has never become large. It has, however, furnished aid to a large number of young men who are now preaching the gospel, and has been of great service to the College.

As early as 1834 an effort was begun to raise funds in the form of *scholarships*, but neither then or since has any coun-

tenance been given to the system of cheap scholarships. The tuition being then \$25 a year, the donor of \$100 might send a son, or one whom he might adopt for the purpose, to the Institution for four years. And a larger sum given would entitle the donor to free tuition for a proportionate number of years. In later years some permanent scholarships have been endowed, on the basis of \$1,000 each, the occupants for the time being receiving free tuition. The same principle is recognized in these as in the temporary scholarships. They were never intended as an investment from which the holder might receive a money income, the student paying to him the tuition instead of to the College treasurer, but were given to benefit the Institution, and at the same time aid deserving young men in securing an education. There are now twenty-eight such permanent scholarships, each one entitling the occupant to gratuitous tuition. The price of tuition was twenty-five dollars a year to 1857, then raised to thirty dollars, and in 1871 to thirty-eight. The interest of \$1,000 is more than the tuition fee, but less than the cost of tuition to the College. The selection of the student is in nearly all cases left to the College. There are also two scholarships of the same amount, the income of which is used in aiding such students as may need assistance.

For some years *prizes* have been awarded to students in the three upper classes distinguished for excellence in general scholarship during the previous year. Usually the sum of sixty dollars has been divided between the best two in each of these classes. Two small prizes for excellence in Declamation have been given to two students in each of the Sophomore and Freshman classes. Recently Rhetorical prizes have been awarded to the two or three in the Junior class who have excelled in that department. These prizes are but partially endowed as yet, though they have been regularly paid.

In 1843 an association was formed in the East, under the name of the "Society for Promoting Collegiate and Theological Education at the West." Marietta was one of the institutions whose circumstances led to the formation of

the Society, and was one of the first five taken under its patronage. Aid was received through this source for about twenty years, and the cause of education owes great obligation to that Society.

The College is too young to have received much aid in the form of *legacies*, but a beginning has been made. Two bequests have been made of \$5,000 each, both from Columbus, in this State. Mrs. Mary Keyes left this sum to found five scholarships for furnishing gratuitous instruction to young men preparing for the ministry, and Mr. Daniel T. Woodbury bequeathed a like amount for the general endowment fund.

In a number of instances information has been received that generous persons have made testamentary provision for the College; and from the character of the testators and their warm attachment to this institution, there is no reason to doubt that their generous purposes will be carried into execution.

Allusion has already been made to the warm interest manifested in the College by the people of Marietta and the immediate vicinity. At its founding they gave generously according to their ability, and each succeeding decade has witnessed a large increase in their benefactions. Their gifts have amounted to \$163,000.

What has been said of the people where the College is located, may be as emphatically said of the corporation to whom the management of its affairs has been entrusted. The Institution has been to them from the first a foster-child. They have regarded themselves appointed not merely to manage and control, but to nourish and strengthen. They have encouraged benefactions in others by making them themselves. Their various gifts reached the sum of \$135,000.

The only work for the College which the *Alumni*, as a body, have undertaken is the erection of the Library building. This was completed in 1870, at a cost of \$22,500. If to this be added the cost of fitting up the two rooms for



the libraries of the Literary Societies, which was borne by the undergraduates, aided by the Alumni, the whole expense may be put at \$25,000. The class of 1871 gave, as a parting gift, on commencement day, \$1,300 for the endowment of a class scholarship. The various gifts from Alumni and other students probably exceeds \$30,000. And since this sketch was begun a new Alumni movement has been inaugurated, with every prospect of success—the founding of an Alumni Professorship. The effort originated with the Marietta College Club of Cincinnati, whose members manifest a degree of enthusiasm and liberality which can hardly fail to stimulate their fellow Alumni to a hearty and successful co-operation.

The following is a list of donors to the amount of \$1,000 and upwards:

Douglas Putnam.....	\$46,800	Rev. Dr. Joseph Eldridge	
John Mills.....	21,700	and family.....	\$1,400
Noah L. Wilson.....	13,850	Wm. A. Whittlesey.....	1,400
Charles W. Potwin.....	10,000	Prof. J. L. Mills.....	1,350
Benjamin B. Gaylord.....	6,600	Joseph Perkins.....	1,300
Mrs. Mary Keyes.....	5,800	J. Munroe Brown.....	1,300
Samuel Train.....	5,000	Winthrop B. Smith.....	1,300
Preserved Smith.....	5,000	Prof. E. B. Andrews.....	1,230
Daniel T. Woodbury.....	5,000	George Dana.....	1,100
Wm. P. Cutler.....	5,000	Marcus Posworth.....	1,100
A. J. Warner.....	5,000	W. W. Wickes.....	1,100
Francis C. Sessions.....	5,000	Silas Slocumb.....	1,100
Samuel P. Hildreth.....	4,100	Samuel Stone.....	1,000
John C. Calhoun.....	3,800	Samuel Williston.....	1,000
Samuel Shipman.....	3,675	President Henry Smith.....	1,000
Thos. W. Williams.....	3,600	Robert Hamilton.....	1,000
Loyal Wilcox.....	3,500	Wm. Johnson.....	1,000
President Andrews.....	3,000	A. T. Goshorn.....	1,000
David C. Skinner.....	2,925	A. H. Hinkle.....	1,000
Wm. R. Putnam.....	2,800	L. C. Hopkins.....	1,000
Nahum Ward.....	2,300	John Field.....	1,000
John Newton.....	2,100	Cutler Laflin.....	1,000
Rev. L. G. Bingham.....	2,000	LeGrand Lockwood.....	1,000
Jonas Moore.....	2,000	W. J. Breed.....	1,000
David Putnam.....	2,000	R. M. White.....	1,000
Wm. Slocumb.....	2,000	Wm. Shaffer.....	1,000
Anson G. Phelps.....	2,000	Henry Stanley.....	1,000
Mrs. Frances A. Morgan.....	2,000	Timothy W. Stanley.....	1,000
Rev. Wm. Van Vleck.....	2,000	Rev. Dr. Geo. M. Maxwell.....	1,000
Cornelius B. Erwin.....	2,000	Douglass Putnam, Jr.....	1,000
Prof. John Kendrick.....	2,000	Henry C. Brown.....	1,000
Rufus R. Dawes.....	1,600	E. C. Davis.....	1,000
Beman Gates.....	1,500	Wm. Thaw.....	1,000
Anselm T. Nye.....	1,500	Wm. E. London.....	1,000
Elizur Smith.....	1,500	Dr. and Mrs. A. D. Lord.....	1,000
John Bradley.....	1,500	Mrs. Robert Hamilton.....	1,000
Wm. Sturges.....	1,475	Mrs. John Mills.....	1,000

#### COLLEGE PUBLICATIONS.

"The First Annual Report of the Trustees of Marietta Collegiate Institute" was published in August, 1834, and the "Second Annual Report of the Trustees of Marietta College" in September, 1835. The first catalogue of the officers and students was for the college year 1837-8, and the annual issue has been continued. A list of the Alumni (in English) was published with the annual catalogue for 1844-5. The first Latin triennial was published with the catalogue for 1846-7; and the triennial has been issued regularly since that.

The laws of the Collegiate Institute were printed in 1834, and the laws of Marietta College in 1840, with a catalogue of the library—the latter occupying forty-two pages. Another edition of the laws was printed in 1852. A catalogue of the College library was prepared in 1857 by Tutor E. P. Walker, and printed. It occupied one hundred and sixty-six pages, the number of volumes being nine thousand. A card catalogue is kept of all additions.

In 1850 the Society of Inquiry published their constitution and by-laws, with a catalogue of members, and catalogues of their library and cabinet. A catalogue of the Psi Gamma Society was published in 1861.

The inaugural addresses of three Presidents were published: President Linsley having been inaugurated July 25, 1838; President Smith, July 30, 1838, and President Andrews, July 26, 1855. The address by Rev. Thomas Wickes, in behalf of the Trustees, is printed with the inaugural of President Andrews.

The exercises at the Twenty-fifth Anniversary, June 27, 1860, were published in a pamphlet of sixty pages. It contains the historical address by the President, with remarks by Rev. Dr. D. Howe Allen, one of the first Professors, and by Hon. William Dennison, the Governor of the State; also, various speeches at the dinner by Trustees, Alumni and others.

Many of the addresses and orations delivered before the

College or its Societies have been published. Among them are the following: Professor E. Ballantine, *Literary Societies*, *Literary Character of the Bible*, 1840; Rev. L. W. Seeley, *Literary Societies*, 1851; Rev. President Charles White, *Literary Societies*, *Characteristics of the Present Age*, 1852; Hon. W. S. Groesbeck, *Literary Societies*, *The Shape of Human Governments*, 1855; Rev. W. W. Andrews, *Society of Inquiry*, *The Work of the Church in America*, 1855; President Andrews' discourse on Tutor A. M. Washburn, 1860; Hon. Alphonso Taft, *Literary Societies*, 1861; President Andrews, *Phi Beta Kappa Society*, *The American College*, 1869; Hon. Willard Warner, *Alumni Address*, 1869; James Q. Howard, Esq., *Alumni Address*, *Art Education in America*, 1871; Rev. W. G. Andrews, *Alumni Address*, *The Relations of the Scholar to Labor and Capital*, 1872; Hon. Joseph G. Wilson, *Alumni Address*, 1873.\*

"The Marietta Collegiate Magazine" was begun in June, 1854, and continued through three volumes of nine numbers each. "The Marietta Collegiate Quarterly" (published by the Senior class) began in November, 1865. Only one volume was issued. The "Marietta Olio" was started in November, 1872, and is still continued. After the first volume it was styled "The College Olio." It is published by the two Literary Societies.

The Faculty have had little time for the preparation of text-books or other works connected with education, though they have written a number of articles for journals, and divers educational addresses have been published. President Smith translated and edited the *Homeric Lexicon* of Crusius while connected with the College; and President Andrews has recently published a *Manual of the Constitution of the United States*.

#### COLLEGE STATISTICS.

Tables have been prepared, showing the statistics of attendance in the Preparatory Department and in College

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\*Judge Wilson died very suddenly a few hours before his address was to have been delivered. The address and the proceedings of the Alumni were published by the Alumni.

from the college year 1837-8 to the year 1875-6, inclusive. No catalogue was published prior to the year 1837-8. Some statistics have already been given of the residences by States of the graduates. Tables have also been prepared (not here printed) giving the residences of the College students by States on each catalogue. From these it appears that Virginia (including West Virginia) and New York are represented on twenty-nine of the thirty-nine catalogues, Indiana on twenty-five, Kentucky and Connecticut on twenty-one, Massachusetts on twenty, Pennsylvania on nineteen, Michigan on fourteen, Illinois on twelve, Iowa and Vermont on eleven, Mississippi on ten, Missouri on nine, Alabama, Minnesota and New Hampshire eight, Arkansas six, Louisiana, Tennessee and Wisconsin four, Delaware and the District of Columbia three, Florida and South Carolina two, Kansas and Texas one, Foreign Countries on nine.

### MARIETTA COLLEGE.

#### *Statistics of Attendance in Preparatory Department.*

YEAR.	Preparatory.	YEAR.	Preparatory.	YEAR.	Preparatory.	YEAR.	Preparatory.	YEAR.	Preparatory.
1838*.....	35	1846....	151	1854....	60	1862....	54	1870....	73
1839.....	46	1847....	117	1855....	30	1863....	47	1871....	100
1840.....	30	1848....	107	1856....	22	1864....	56	1872....	116
1841.....	36	1849....	109	1857....	38	1865....	74	1873....	119
1842.....	66	1850....	89	1858....	40	1866....	85	1874....	107
1843.....	80	1851....	79	1859....	33	1867....	100	1875....	117
1844.....	118	1852....	50	1860....	40	1868....	102	1876....	100
1845.....	125	1853....	50	1861....	51	1869....	92	.....	.....

\*The statistics are taken from the catalogue for 1837-38; the number of students is for the calendar year 1837.

**MARIETTA COLLEGE.**  
*Statistics of Attendance and Graduation.*

YEAR.*	UNDERGRADUATE CLASSES.					Left without Graduating.	Graduated (A. B.)	YEAR.	UNDERGRADUATE CLASSES.					Left without Graduating.	Graduated (A. B.)
	Freshmen.	Sophomores.	Juniors.	Seniors.	Total.				Freshmen.	Sophomores.	Juniors.	Seniors.	Total.		
1838.....	11	15	15	4	45	4	4	1858.....	22	8	13	6	49	5	6
1839.....	14	15	18	7	54	12	7	1859.....	20	18	8	10	56	8	10
1840.....	13	15	11	14	53	9	14	1860.....	16	17	13	9	55	4	8
1841.....	10	12	9	9	40	4	9	1861.....	20	21	17	12	70	14	11
1842.....	15	7	10	9	41	5	9	1862.....	19	19	13	11	62	11	11
1843.....	11	14	8	16	43	4	10	1863.....	13	15	13	13	54	6	12
1844.....	7	14	14	6	41	7	6	1864.....	12	12	13	12	49	6	12
1845.....	10	7	12	13	42	5	13	1865.....	13	13	11	8	45	14	8
1846.....	19	12	11	10	52	7	9	1866.....	21	10	8	9	48	8	10
1847.....	11	17	10	10	48	5	10	1867.....	13	20	6	7	46	8	7
1848.....	12	13	15	9	49	5	9	1868.....	24	12	15	5	56	13	4
1849.....	9	10	12	13	44	9	13	1869.....	25	19	9	13	66	10	13
1850.....	19	12	7	10	48	5	10	1870.....	16	19	13	9	57	4	9
1851.....	17	21	11	6	55	11	6	1871.....	24	17	17	13	71	5	13
1852.....	10	14	18	9	51	8	8	1872.....	35	26	13	17	91	11	17
1853.....	19	11	11	15	56	5	15	1873.....	23	31	23	10	87	10	10
1854.....	22	22	8	11	63	12	11	1874.....	21	18	30	22	91	15	22
1855.....	10	21	15	8	54	8	6	1875.....	25	15	18	22	80	4	22
1856.....	9	10	17	14	50	5	14	1876.....	22	23	14	17	76	.....	.....
1857.....	8	11	10	16	45	4	16								

\*The years are College years, ending 1838, 1839, etc.

Ten have completed the Scientific or English course, viz: Two in 1839, and one in each of the years 1843, 1845, 1848, 1849, 1851, 1865, 1868, 1872.



#### CORPORATION.

Israel W. Andrews, D. D., LL. D., President; John Mills, Marietta; Douglas Putnam, Harmar; Anselm T. Nye, Esq., Marietta; Rev. Addison Kingsbury, D. D., Zanesville; Hon. Simeon Nash, Gallipolis; Hon. William P. Cutler, Marietta; Hon. William R. Putnam, Marietta; William Sturges, Esq., Chicago, Ill.; Rev. E. P. Pratt, D. D., Portsmouth; Samuel Shipman, Marietta; Rev. Henry M. Storrs, D. D., Brooklyn, N. Y.; Benjamin B. Gaylord, Esq., Portsmouth; Francis C. Sessions, Esq., Columbus; Rev. George M. Maxwell, D. D., Cincinnati; Hon. Charles W. Potwin, Zanesville; Gen. Rufus R. Dawes, Marietta; Hon. Alfred T. Goshorn, Cincinnati; Rev. Theron H. Hawks, D. D., Marietta; William J. Breed, Esq., Cincinnati; Rev. William E. Moore, D. D., Columbus; Col. Douglas Putnam, jr., Ashland, Ky.

#### FACULTY.

Israel W. Andrews, D. D., LL. D., President, and Putnam Professor of Intellectual and Political Philosophy; John Kendrick, LL. D., Emeritus Professor of the Greek Language and Literature; George R. Rosseter, M. A., Professor of Mathematics and Natural Philosophy, and Lee Lecturer on Astronomy; John L. Mills, M. A., Professor of the Latin Language and Literature; David E. Beach, M. A., Professor of Moral Philosophy and Rhetoric; S. Stanhope Orris, Ph. D., Professor of the Greek Language and Literature; Thomas D. Biscoe, M. A., Professor of the Natural Sciences; George R. Gear, M. A., Principal of the Preparatory Department; Charles K. Wells, B. A., Tutor and Librarian.

#### TERMS OF ADMISSION.

Candidates for admission to the Freshman class are examined in English Grammar, Geography, Arithmetic, Algebra through Quadratic Equations, three books of Geometry, Latin Grammar, Cæsar's Commentaries, six books of the *Æneid* of Virgil, Cicero's Orations against Catiline, Greek Grammar, and four books of Xenophon's *Anabasis*. Addi-

tional Mathematics will be accepted as a substitute for a portion of the Greek.

For advanced standing, the candidate, whether from an other College or not, in addition to the preparatory studies, is examined in the studies to which the class which he wishes to enter has attended.

No one can be admitted to the Freshman class till he has completed his fourteenth year, or to an advanced standing without a proportional increase of age.

Testimonials of good moral character are in all cases required, and those who come from other Colleges must produce certificates of dismissal in good standing.

### COURSE OF INSTRUCTION.

The course of instruction occupies four years. The College year is divided into two terms or sessions.

#### FRESHMAN CLASS.

*First Term*—Livy (Lincoln's); Latin Testament; Herodotus; Algebra (Loomis's); History; Elementary Rhetoric.

*Second Term*—Horace (Odes, Satires, and Epistles); Latin Testament; Latin Prose Composition; Xenophon's Memorabilia; Geometry (Chauvenet's); Elementary Rhetoric. *During the year*: Written Translations, Compositions, Declamations.

#### SOPHOMORE CLASS.

*First Term*—Cicero de Senectute, and the Captives of Plautus; Plato's Apology and Crito; Greek Testament; Greek Prose Composition (Boise's); Plane Trigonometry; Mensuration; Surveying; Navigation (Loomis's); Physiology (Hooker's).

*Second Term*—The Select Letters of Pliny, and the Adelphi of Terence; The Prometheus of Aeschylus; Greek Testament; French; Spherical Trigonometry (Loomis's); Analytical Geometry (Howison's); Differential and Integral Calculus (Loomis's). *During the year*: Compositions, Declamations.

JUNIOR CLASS.

*First Term*—Quintilian, Book Tenth; The Agricola of Tacitus; Orations of Demosthenes; Greek Testament; German; Mechanics, Astronomy; Rhetoric (Whately's).

*Second Term*—Thucydides; Greek Testament; Natural Philosophy; Astronomy; Guizot's History of Civilization; Psychology; History of English Literature. *During the Year*: Compositions and Original Declamations.

SENIOR CLASS.

*First Term*—Logic; Political Economy; Evidences of Christianity (Hopkin's); Chemistry.

*Second Term*—Woolsey's International Law; Moral Science; Constitution of the United States (Andrews's); Mineralogy; Botany; Geology (Dana's). *During the year*: Compositions, Debates, Original Declamations.

# MOUNT UNION COLLEGE,

MT. UNION, OHIO.

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Mount Union College was founded with a definite design, quite distinct from any other Institution. Its distinctive Plan, dating from its provisional organization, October 20th, 1846, has ever since continuously outlined the elements of its progressive character ; while its present appointments, provisions, permanent improvements and regular workings under its charter legally perfected January 10th, 1858, show its attained growth and usefulness.

Its name originated in " the idea and intention of uniting the people, on the philanthropic principle of voluntary patriotic Christian unity, through a common interest and just representation for the common good, by offering equal advantages to all with preference to none, in perserving efforts for the united or integral education of all the faculties of the common mind."

The true history of the College, showing the facts, growth and results of its plan, would be misunderstood, without constantly keeping in mind, as its cherished goal, the following incorporated or fundamental objects:—

1. To found for the people a cosmic College, where any person may economically obtain thorough, illustrative, integral instruction in any needed studies.
2. While retaining the traditional classical course, to provide, in accordance with the true demands of our nature and country, fresh college courses and departments distinctively essential to the full and harmonious education of all the faculties.

3. To enable persons of either sex to take any general course, or a special or elective course, or such study or studies in any department or course, and for such time, as their choice and life-character may need.

4. To furnish a healthy, moral, pleasant and accessible location ; ample grounds and commodious buildings ; normal systems of industrial, social, æsthetic and physical culture, and self-government ; thoroughly qualified and reliable professors and trustees ; also superior apparatus, cabinets, museums, galleries, observatory, implements, gymnasiums, botanical gardens, parks, models, miniatures, relics, charts, natural, historical and æsthetic specimens, as cosmic endowments, with which to illustrate and apply each study.

5. To make the college a voluntary, representative, patriotic, philanthropic, christian and progressive Institution — not compulsory, sectarian, antiquated, arbitrary or partial ; to hold its property perpetually in trust for the educational benefit of students ; to aid enterprising students to support themselves ; and, accordingly, to arrange the sessions, and regulate the price of students' board (their chief expense), and to keep wholesome boarding at certain low rates, by generously erecting buildings, and furnishing rooms and ample boarding facilities.

6. To perpetuate the Institution, with God's continued favor, by largely keeping the College internally self-supporting, and externally by permanent improvements as representative free-will offerings ; and by adapting the College distinctively to the true needs of a free people.

THE CHARTER.—The main reason for chartering the Institution as a College, was the better to carry out the foregoing "fundamental objects ;" the time being arranged to suit the large attendance of students who had, in the Seminary, been pursuing a full College Course, and who desired to graduate and obtain the Degrees legally and honorably from the Institution where they had received the instruction. The original corporators were O. N. Hartshorn, I. O. Chapman, G. W. Clarke, E. N. Hartshorn and R. R. Hilton. The general act of the Charter passed the Legislature of Ohio March 11th, 1853, as seen in Swan & Critchfield's revised statutes, page 269 ; and provides that the College shall "have as a body corporate and politic, perpetual succession and existence, with all the ordinary powers of corporations ;" "can sue and be sued, plead and be impleaded, in all courts of justice and equity ;" "may possess, dispose of, and hold all kinds of estate, real, personal and



mixed, acquired by donation, demise, or otherwise," and through its Trustees and Faculty "may exercise all the powers, and enjoy all the immunities, usually pertaining to Colleges and Universities of the United States."

**LEADING PROVISIONS.**—The property is not owned by any individuals or organization, but is held perpetually upon trust, by a board of Trustees, for the educational benefit of students. It is also required that the Trustees and Faculty shall carry out progressively the foregoing fundamental objects of the Institution; that they shall acquire and supply the means of a true integral education to persons of both sexes, irrespective of their religions or political opinions; that the Faculty shall possess and exert the requisite authority to establish and administer all necessary and proper regulations for the integral instruction and government of the College pertaining to students, and for general, elective, special, practical courses of study; that the Institution shall be conducted in accordance with the principles of the Christian religion as revealed in the Bible; that any Department or School that may be established, or any Literary Society, or other organization composed of students, shall be under the supervision of the College authorities; that all moneys and property of the College shall be faithfully and safely appropriated by the Trustees, to the purposes for which they were respectively donated; that the College shall not be a close corporation; that the Trustees hold their office during three years, one-third of the number determined upon being elected each year; that in electing the Trustees, any candid person, religious denomination, or philanthropic organization, donating to the College money or property, shall be respectively entitled to one voice or vote for a Trustee, for every twenty-five dollars actually donated to the College by said persons, denomination or organization, thus respectively patronizing the College; that the Institution shall be patriotic and Christian, but not sectarian or partisan, and be generously conducted on the philanthropic principle of voluntary patriotic, Christian unity, with the view of doing the greatest good to the greatest number.

Thus, through trustees whom they elect as their representatives, the College is equitably and generously controlled or governed by the actual people who, with a united interest and just representation for the impartial and equal good of all, voluntarily bear the responsibility of contributing the means for building up and sustaining the college in its benevolent mission.

The degrees or other honors that may be conferred, are similar to those that may be granted by Colleges or Universities of this or

other countries. The original grant of property, under which the College property was obtained, was donated by the person first named in the list of original corporators. There were no limitations, as to time of organization or acceptance of conditions. The charter has undergone no modifications ; contains no limitations or reservations as a condition in grants or otherwise with respect to scholarships, or requirements as to instruction in particular studies.

**ORGANIZATION.**—Immediately after perfecting the Charter, the Institution was regularly and efficiently organized as a College, by the election of a suitable Board of Trustees, Professors, Committees and Officers ; the adoption of proper by-laws and courses of study, the classification of students, the publication of all needful information, and by the legitimate and continuous exercise, through its Trustees and Faculty, of all its appropriate functions, in accordance with its Chartered Powers and Immunities.

### **Location.**

Mount Union, Ohio, being the location of the Institution before its incorporation as a College, continued to manifest the requisite enterprise and generosity which would prompt the citizens to furnish, as needed, all suitable grounds and buildings for its growth and continuance.

In thus locating the Institution, its founders selected a site healthy, accessible, removed from the temptations of large cities ; among a moral, intelligent and enterprising people ; and in a region possessing natural resources. This unusual combination was found in Mount Union, a Village whose corporation extends to the city of Alliance, Stark Co., Ohio, and with which it is united by Plank Walks, and by Omnibus Lines connecting with the several Railroad Trains. It is in that desirable portion of the country toward which the leading Railways converge. It is four hours' ride west from Pittsburgh ; about a half a day's ride east from Chicago ; four hours' ride north-west from Wheeling ; and three hours' ride south from Cleveland, so that it is easily reached by Rail, Telegraph and Mail, from all parts of the country.

Alliance Union Depot, the Railroad Station for Mount Union, is the Junction of the Cleveland, Pittsburgh and Wheeling, with the Lake Erie, Alliance and Wheeling, and the Pittsburgh, Fort Wayne and Chicago, Railroads—the latter road being one of the great thoroughfares between the Atlantic and Pacific.

The Institution occupies THE HIGHEST GROUND IN OHIO, overlooking the Mahoning River Valley, and miles of highlands beyond.

The air is pure, and the surrounding country beautiful. It is in the heart of a populous and fertile region, with rare agricultural, manufacturing and commercial advantages. No intoxicating drinks are sold in the Town; the people are moral, hospitable and refined.

Cultured, congenial Society, the economy of living, and superior Educational Facilities, have led many persons to found here pleasant homes for retirement. Such considerations make this an attractive and valuable Location for those who have children to educate, and who wish to exercise some supervision in their educational pursuits, during the period of student life.

### **Grounds and Buildings.**

The Grounds, occupied by the Institution and its appendages, are naturally elevated, beautiful and fertile, being adapted to building sites, ornamental planting, botanical gardens, parks, recreations, drives, and experimental and model cultivation. Their cultivation and special improvements are limited, though some progress has been made in under-drainage, grading, walks, and the planting of evergreen and forest trees. A map of the College Grounds, showing their extent and design, will soon be prepared.

The buildings are of two kinds—those connected with the instruction and those for boarding purposes.

**BUILDINGS FOR INSTRUCTION.**—The main or central building was commenced in the spring of 1862 and completed in 1864, and dedicated December 1st, 1864, the address being delivered by Hon. S. P. Chase, LL. D., a trustee of the College. The ground plan of this building is 116 feet long by 72 feet wide, three stories high above the large basement story, having an attic, clock and bell-tower; also connected with it is an observatory substantially built up of masonry, and adapted to both terrestrial and celestial observations. The walls and partitions are constructed of over ten thousand cubic feet of stone and about a million brick; the cornices are iron and roofs slate. The building is symmetrical and has an elegant and substantial finish throughout, being designed for chapel, recitation and apparatus rooms, cabinets, laboratory, department libraries, and two literary halls, so constructed that they may be easily opened into one hall capable of seating over 2,000 persons. The value of this building at completion was estimated, at \$100,000 by the architect, Col. S. C. Porter, of Cleveland, O.

Some of the departments of instruction, including the Museum, being in buildings and apartments too limited, it is proposed to erect the coming season, "a new and capacious Museum Building, containing gymnasium, library and several experimental, recitation and other rooms." A considerable portion of the funds have been subscribed by the citizens; and, if the balance is speedily secured, this building will be erected immediately on a beautiful site a few rods from the central building, the proposed cost of erection being \$50,000.

The trustees have resolved to advance the Commercial Department to the broader basis of an Industrial College, requiring its removal to a more "commodious and widely separated building, containing rooms for a superior industrial museum, etc.," and perhaps requiring enlarged grounds for an industrial farm, or other illustrative purposes. A considerable amount has been subscribed to purchase, for this purpose, the building known as the Alliance College, a large, substantial, nearly new, well-planned and finished edifice; it being beautifully located on an elevated and commanding campus, in plain view of the central building, and dis-  
about a mile.

**BUILDINGS FOR BOARDING.**—In 1864 the main building previously occupied by the College for instruction, was reconstructed, with the view of aiding to accommodate students with furnished rooms and economical boarding facilities.

In 1866, a new, substantial and tasteful Boarding Hall was erected and properly completed and furnished. Its ground plan is 135 feet long by 47 feet wide; four stories high above the large basement story. On the principal floors seventy-six pleasant rooms are constructed. Each room has a separate entrance, and is well ventilated and properly arranged for warming, light and other conveniences. Some groups or suits of rooms are conveniently arranged to accommodate several students from the same family, as brothers and sisters. The first or basement story is adapted to cooking and dining rooms, laundry, bath rooms, etc. The walls and partitions are made of stone and brick, and the roofs of slate, being, like the central and other buildings, approximately fire-proof. The architect, Col. S. C. Porter, of Cleveland, estimated the value of this building at \$50,000, exclusive of the furniture and of the large addition to the grounds purchased at the time of its erection.

Table-board for six hundred students, if desired, can be here furnished at cost, on the co-operative plan. Students can rent the rooms unfurnished, fully or partly furnished, and board where and as they prefer.

Each of these buildings is under the superintendence of a suitable family, appointed by the College to see that the students are properly cared for as in home-life. A separate portion of this building is designed to accommodate lady students with good rooms as retired and enjoyable as in a private family.

The sole object of erecting or keeping up these halls is to aid in carrying out the following

#### PLAN OF BOARDING.

1st. The College regulates the price of Students' board, (their chief expense,) and keeps it at certain moderate rates, by erecting Buildings and supplying Rooms, Furniture, Table-board and Facilities for Club, Co-operative or Self-boarding, to the students who apply for any or all of these, at such published prices as will simply cover current cost of board and repairs—no charges being made for capital, buildings, or other permanent improvements required.

2d. Many Citizens are providing Facilities above mentioned, at about the prices established in College Buildings.

3d. Other families supply Dining-rooms, Furniture, etc., and cook for a "Club," whose members pay (pro rata) a reasonable price for the cost of provisions, services, use of Dining-room and Furniture.

4th. Some students rent Rooms and Furniture, and Board themselves—the numerous provision stores, bakeries and other markets, both in Mount Union and Alliance, being constantly supplied with an abundance of fresh articles, so extensively produced in the surrounding community, thus making it easy to obtain any kind of provisions delivered at lowest prices.

Students can choose board, with fully or partly furnished rooms in the same house; or rent a room, unfurnished, partly or fully fur-



nished, and board where and how they may prefer, at the published prices for each item chosen.

The College, by regulating these prices, thus guarantees a great saving to students, on the usual average price of Rooms and Board at other Colleges of like advantages. Students are allowed to room or board *where they prefer*, restricted only by good order.

The lowest total Expense per term or year, rather than transitory prices of minor items, is the matter considered. The tuition or term fee varies but little in Colleges; but prices of Rooms, Board and Incidentals, differ greatly in different places, because, if left mainly to private individuals, they unite and pledge themselves to certain prices with a view to their own profit. Colleges cannot regulate prices of Rooms and Board, and keep these down, without careful management, and vast outlays for Buildings and Boarding Facilities. Few Colleges are willing to take such responsibilities.

### **Property and Titles.**

The property of the College has been obtained chiefly by donation, and is all in good condition and permanently secured to the College by good titles in fee simple, being free from all encumbrances. The College owes no debts except on account of erecting the Boarding Hall in 1866, which indebtedness, however, is all provisionally arranged for.

### **Grants and Endowments.**

1. The original grant under which the College was chartered was donated by O. N. Hartshorn December 12th, 1857, embracing, as appraised in the recorded schedule, all the property previously used by the Institution, including the grounds buildings, furniture, cabinets, apparatus, implements, specimens, etc., and by him, as required by the State, conveyed in fee simple to the College as a body corporate and politic.

2. A series of grants by Professors O. N. Hartshorn, Ira O. Chapman and Geo. W. Clark, denoted by them in equal amounts from 1859 to 1864, chiefly in money for purchasing apparatus, including the telescope—estimated at \$8,200.

3. A grant of about eight acres of additional College grounds donated by W. A. Nixon and various others, deeded to the College December 25th, 1861.

4. A grant of six hundred and thirty acres of land, donated by a friend of education, and deeded to the College November 15th, 1864.

5. A series of donations by divers persons, including many generous contributions of citizens in the vicinity of Mt. Union and Alliance, of the means for erecting on the College grounds in 1862 and '64, the main or central building, its value being estimated by the Architect, Col. Porter, of Cleveland, at \$100,000.

6. A series of donations, chiefly by the students, made prior to 1866, for procuring books for the libraries of the Republican and Linnaean Literary Societies and furniture for their halls—estimated at \$6,300.

7. Various conditional subscriptions amounting to \$34,000 by divers persons, reported March 1866.



8. A few small grants in 1866, to apply on erecting the Boarding Hall and purchasing ten new pianos, and a large addition to the College grounds.

9. Subscriptions reported at \$20,250.25, by divers persons, made at and prior to the Commencement, June 21st, 1866, among which was a donation of \$500 by D. W. C. Longshore, of East Fairfield, O.

10. The donation of \$25,000 made October 4th, 1866, by Lewis Miller, of Akron, O., endowing the Professorship of Philosophy and Astronomy.

11. The donation of \$25,000 made October 4th, 1866, by C. Aultman, of Canton, O., endowing the Professorship of Mathematics and Civil Engineering.

12. The donation of \$25,000 made October 4th, 1866, by Jacob Miller, of Canton, O., endowing the Professorship of Moral and Mental Philosophy.

13. The donation of \$1,000 made October 4th, 1866, by Miss Libbie Aultman, daughter of C. Aultman, of Canton, O.

14. Donations amounting to \$2,375.25 made October 4th, 1866, by citizens of Canton, O., among which was a donation of \$500 by H. R. Wise.

15. Grants of land at sundry times by different persons.

16. Grants of money and material prior to 1874 by divers persons, for specific improvements, chiefly libraries, furniture and improvement of grounds—\$500 being subscribed in books by W. A. Ingham, of Cleveland, O.

17. Munificent grants for the Museum repeatedly made by a few liberal patrons of the College—the value of the Museum being estimated at \$251,000. A history of the Museum will be published upon the completion of a new Museum Building.

18. A munificent grant of an extensive silver mine in Arizona, donated to the College March 23d, 1876, by Col. Wm. G. Boyle, of London, England. Col. Boyle, being a Civil Engineer, also a member of the Geological and Chemical Societies of London, has devoted the past twenty years in testing and superintending silver mines in our Western Territories.

19. A munificent grant of a large silver mine in Montana Territory, near Bannoc City, donated to the College, April 13th, 1876, by James Hammond, a resident of Bannoc City. Mr. Hammond has spent the past twenty-five years as a practical civil engineer and manager of silver mines along the Rocky Mountain Range. Both this and the Arizona mine have been worked, and the silver ore has proved to be of excellent quality, specimens of each being in the College Museum.

ALL MONEY OR PROPERTY donated to the College, with all interests or proceeds therefrom, instead of being used to pay professors or other current expenses, have, in all instances, been applied to increase the permanent improvements and facilities for the benefit of students.

THE INCOME to the College of the small tuition or term fee, averaging to a student in the several departments only fifteen dollars per term, on an average attendance in the departments of 495 students—about the number of students now in the departments—is *equal* to the income of interest, at the rate of six per cent. per annum, on a permanent moneyed endowment fund derived from scholarships, or donation, of \$495,000.

### **Origin and Early History.**

As the purling rivulet, issuing from some perennial spring, gradually carves its channel through flinty rocks, and enlarges its current by each additional streamlet, forming at length a

majestic river, whose lucid waters, in their onward course, widen and deepen by accessions from a thousand noble tributaries ; so has Mount Union College providentially taken its humble origin, and has regularly progressed in appointments, permanent improvements and usefulness, by constantly developing, through voluntary agencies, its fundamental objects of integral culture, until it has largely gained a distinguished position in the confidence and affections of the American people, its patronage having aggregated over twelve thousand different students, coming from thirty-four States and Territories.

The Institution was first organized as a small Seminary, with six students, October 20, 1846, at Mt. Union, Ohio, by O. N. Hartsorn. In a few days the number increased to twenty, consisting of young men and ladies residing in the village and neighborhood, and five students from a distance, who had attended the public schools which he previously had taught. These five students hired rooms and employed a family to furnish utensils and cook the provisions which they furnished, the teacher and some others boarding in the same "club." A simple yet efficient system of self-government was adopted. Voluntary classes were soon formed in the Common Branches ; also in Algebra, Geometry, Latin, Natural and Mental Philosophy, Chemistry, History, Astronomy, Music, Physiology, and in Social and Physical Culture. In addition to some Apparatus and Natural Specimens owned by the Teacher, other simple Apparatus was extemporized and Specimens collected, as needed for illustrating and applying the studies. The Institution was provisionally organized with a broad or cosmic, yet a simple and "distinctive plan," designed to be impartially and progressively adapted to the true educational needs of the people—it being provided that the Institution was to be voluntary and Christian, not sectarian or partisan ; also to be internally self-supporting, chiefly from a moderate tuition or term fee of three to five dollars per month, as a partial equivalent for the illustrative integral instruction, and externally supported by representative free-will offerings.

In the fourth week of this first term, there was regularly organized, as a permanent Department of the Institution, a Literary Society, subsequently named the "Republican Literary Society," whose object was the promotion of Literature, Friendship and Morality. As in the Institution, so in this Society, both sexes were admitted to equal membership on precisely the same terms. Its sessions, like those of the Institution, were at all times to be open

and free to visitors, and conducted every Friday evening during each term, in an orderly, profitable and spirited manner.

The interesting fact decisive of the first determination and systematic efforts resulting in founding the Institution, and the first definite public statement of its proposed character, will be better understood by accurately relating

### **The Memorable Event.**

In the fall of 1846, shortly before organizing, while endeavoring to remove the general apathy, certain opposition to the plan arose. The efforts to overcome either the apathy or the opposition, seemed fruitless. It was finally decided to call a public meeting to discuss the plan. This meeting being held October 4th, 1846, in the public school building—John Hair, senior, presiding—there was by citizens a free and earnest discussion of the plan, touching the leading points of the proposed “fundamental objects.” Some, also, objected, on the ground that the enterprise was too great, consequently a humbug; or, if possible under liberal State patronage or other munificent support, that the rural life of the Teacher, having been raised the son of a common farmer in the adjacent neighborhood, would disqualify him for so protracted confinement, and for the clear and persevering thought and devotion requisite to inaugurate or develop the plan. The teacher, having been invited to be present and participate, was pleasantly introduced by the Chairman; and kindly replied, briefly submitting and illustrating the following distinctive features of the plan:—

“An Institution, whose plan embraces these fundamental objects, is likely to meet with honest and persistent opposition, and will, at first, be small, arduous and of slow growth. There will, however, soon commence somewhere, and gradually develop, as God may open the way and raise up generous and efficient helpers, a superior Institution for the People, where any person of either sex may economically obtain illustrative integral instruction in all studies, from those taught in our common schools, to those needed to qualify students for any department of society, or industrial pursuit. From the farmer’s country home and the mechanic’s or merchant’s cottage, rather than from the palace, come those of sound mind and body, who, by force of will and thought, prove themselves the pioneers and persevering laborers in the arduous and usually thankless work of true reform, national weal and human elevation.

“Integral culture, that is, the education of the whole man, is necessary to the observance of the laws of our physical, intellectual, social

and moral being, consequently, to individual happiness and public welfare. All youth of either sex, and of whatever rank or condition, have a natural and equal right to the full and harmonious education of all their faculties—physical, intellectual, affectional and volitive—no person being endowed by the Creator with a superfluous power or susceptibility. We should begin and properly train not merely the intellect, which is less than a third of the faculties, but each group and class of faculties in their natural order, so as to round out the character and fit the student for the varied duties of life.

“The school is a community, and should be a model of the society for which it is to prepare and fit the minds of its members. The sexes are designed properly to live together in the same community, and should be educated accordingly. The vast amount of unproductive (because uneducated) labor, expended in the agricultural, manufacturing and other industrial pursuits, requires new departments and courses of elective studies. The need for better teaching in our public schools, renders normal departments and systematic normal training a necessity. School government should be such that all the faculties—intellectual, affectional and volitive—act promptly, voluntarily and harmoniously. The indispensable matter of wholesome and economical boarding, with proper aids to the self-support of students, needs wise attention and generous expenditures for facilities. The true demands of our nature and country, require in superior Institutions, truer modes of living and more improved methods of instruction and courses of study, than those so arbitrarily prescribed centuries ago.

“Next to modernized courses of study, moral, æsthetic and integral culture, and to thoroughly qualified and reliable teachers, suitable apparatus and specimens for fully illustrating and applying the principles of Science, are most necessary to a student's success, enabling him easily and quickly to acquire and permanently to retain proper discipline and knowledge. While general courses of study should be duly prescribed for those who will take them; there should be allowed liberty in the choice of studies, with provision for suitable elective and special courses, prominence being given to the order and methods of teaching *practical* studies. Students also need the wisest, most affectionate and timely aids or incentives in voluntarily forming proper habits, especially as to their morals, social relations, manners, thoroughness, promptness, self-reliance, self-government, industry, economy, and an intelligent and honest observance of all the laws of their being. Those endowed with the greatest capacities, rise from the mass of humanity, and belong to the industrious ranks.



Voluntary, conscientious and adequate thought, feeling and action, are essential to integral education, or the full and symmetrical culture of all the faculties, so indispensable in the development of true character. But the Schools of the land, from the lowest to the highest, only undertake to educate chiefly the intellect, (less than a third of the faculties); hence the signal failure to round out the character, and prepare the student for life's actual duties.

"Every person should have educational opportunities, as extensive and varied as his capacities. The fact of bestowment, is God's personal command to each person to educate symmetrically, *as a human being*, all his faculties, to their full capabilities; also His solemn warrant for us to begin at once, and gradually develop the fundamental objects of this plan, by progressively supplying to students, as He may help, the highest quality and quantity of educational opportunities in our power. The Institution should be patriotic and Christian, not sectarian or partisan; and as free to all as possible. Internally it should be largely self-supporting, and externally by representative free-will offerings, in order to adapt it progressively to the true needs of the people. Aesthetic, industrial, social and moral culture should be promoted, as in a well-regulated family home. Also, let the Institution receive a name expressive of the idea and intention of uniting the people, on the philanthropic principle of voluntary patriotic Christian unity, through a common interest and just representation for the common good by offering equal advantages to all with preference to none, in persevering efforts for the united or integral education of all the faculties of the common mind."

After a few lively replies to these proposed distinctive features, and some definite expressions of a willingness that the plan be tested, the meeting adjourned, with the opinions of the mass of citizens unchanged; though out of the previous chaos of apathy and opposition, by means of the thoughtful and honest agitations and efforts introduced at this meeting, resulted the orderly steps which gradually led, both to a better understanding of the true principles on which it was designed to found and conduct the Institution, and to the arduous work of successfully inaugurating and managing its first and succeeding sessions.

### **Early Facts and Results.**

The first term having expired, the second session, without an intervening vacation, was commenced, in February, 1847, in the same "factory building," with about the same students and classes. During this term numerous citizens, also many teachers from adjoining communities, visited the Institution or Literary Society. The first



academic year closed in the ensuing spring, with a public examination of all the classes, and a musical and literary entertainment.

The second school year commenced in the fall of 1847, with twenty-five students, the same general plan and classes being continued with a few additional studies. The factory building being otherwise used, there had been fitted up for the purpose, during the preceding vacation, apartments in a large but unfinished building, denominated "People's Meeting House." Some additional apparatus and specimens were procured for illustrative teaching. After patient thought and labor, the second academic year closed in the ensuing spring of 1848, with the usual examinations, and a public literary performance, by the members of the Literary Society.

Soon after commencing the fall session of 1849, the teacher, O. N. Hartshorn, being a classical graduate, *in cursu*, of Allegheny College, in the Degree of Bachelor of Arts, having also been a student three years at another Institution, organized, in addition to the previous studies, classes in Greek, French and German, also additional branches in mathematics, natural science and literature, with book-keeping, logic and rhetoric. Towards the close of the preceding vacation, the teacher had purchased, and caused to be completed and furnished, the large building last used. In a few weeks, he also purchased some choice additions to the nucleus of mineralogical and geological cabinets, philosophical, chemical and astronomical apparatus, mathematical implements, and of historical, geographical, botanical and physiological collections. He also employed two competent assistant teachers. The students, registered during this session on the rolls of the Institution, technically denominated "Mount Union Seminary," numbered sixty-two. During the following winter session, the students numbered sixty-eight, about one-fourth being ladies. The Literary Society, first organized November 20, 1846, having enrolled as its regular or attending members nearly all the students, was, December 15, 1849, named the "Republican Literary Society of Mount Union Seminary." In the earlier history of this Society, in addition to the regular performances in declamation, composition, instrumental and vocal music, debate and criticisms, half an hour was appropriated to the exciting exercises of competitive spelling. The ensuing spring and summer sessions showed a large increase of advanced students from a distance. This academic year was continued without any vacation between the terms, and closed with its summer session July 4th, 1850, by the students devoting the whole day, in the presence of a great concourse of people, to a literary and musi-

cal entertainment, held in a large and beautiful grove, near the Seminary building.

During the ensuing summer vacation, some special arrangements were made to accommodate the students from a distance, with furnished rooms and wholesome and economical boarding.

### **First Normal Organization.**

During the spring, summer and fall sessions of 1850, many of the students, having taught public school the preceding winter, felt, as did a number of others, the need of special and thorough preparation for the responsible work of teaching. In order to meet this demand, there was organized, at the opening of the fall term, August 26, 1850, a Normal Department. The leading provisions for this Department, including the Teacher's Course of study, were published in the Annual Catalogue for this Academic year, in connection with the provisions and courses of study in the Classical, Scientific and Musical Departments. During the ensuing winter session, there was in attendance a large number of lady students, who, having taught public school during the previous summer, desired also to enter this Normal Department.

The public demand for better qualified teachers regularly increased; consequently, this Normal Department continued to grow rapidly in both numbers and usefulness; and received the personal superintendence and instruction of the Principal of the Institution; two additional assistant Teachers having been employed in other Departments. Didactics, or the Science and Art of Teaching, was combined with integral culture, and with plain illustrations and applications of each of the common branches, by means of such simple apparatus, instruments, maps and natural specimens, as could easily be obtained and used in all common schools. The call for trained Teachers at greatly improved wages, so increased, that usually a large number of students earned enough by teaching during the winter season, to defray their entire expenses during the chief portion of the academic year.

### **A Critical Juncture.**

In the spring of 1851, the attendance of advanced students from a distance greatly and unexpectedly increased. This increased demand for illustrative integral instruction, so providentially made upon the Institution, greatly transcended its existing means of supply. Additional Apparatus and Specimens, enlarged Grounds, and new Buildings, were immediately needed. While some citizens were apathetic, others were divided as to any plan for raising the

necessary funds. Extraordinary efforts, under discouraging obstacles and opposition, were patiently and perseveringly put forth, and divinely blest. Soon there was purchased (chiefly from proceeds of tuition,) additional amounts to form good sets of Apparatus for illustrating and applying the principles of Natural Philosophy, Chemistry, Astronomy, Geography and Physiology; also additional Mathematical Instruments, Maps, Cabinets of Minerals, Botanical and Geological Specimens.

A new and commodious two story building, forty-five by sixty feet, was, in the spring of 1851, erected on an elevated and beautiful site of two additional acres, and properly finished and furnished—the funds for its erection being subscribed by citizens, on the plan that one-half be donated, and the other half be refunded in tuition. Two commodious buildings were generously erected and furnished by Robert R. Hilton, to accommodate students with good rooms and economical boarding.

“The Catalogue of the Officers and Students of Mount Union Seminary, for the academic year ending July 4th, 1851, together with the Courses of Study, Conditions, etc., printed by Gotshall & Martin, Canton, Ohio,” showed the attendance, (with the names, residences and classifications,) of 211 different students, and the particulars concerning the Institution.

The accessibility of the Institution was greatly improved this year, by the construction (forming the *junction* at Alliance, two miles distant,) of the Pittsburgh, Ft. Wayne and Chicago, and the Cleveland, Pittsburgh and Wheeling, Railroads.

#### **Accessions of the early and Alumni Professors.**

When regularly occupying the new Building at the beginning of the regular fall term of 1851, Ira O. Chapman—having in the preceding July, classically graduated, *in cursu*, at Allegheny College, in the Degree of Bachelor of Arts, and having taught one term in the Institution the preceding winter—was elected, September 1, 1851, Professor of Mathematics and Astronomy.

George W. Clarke, being a classical graduate, *in cursu*, in the Degrees of Bachelor and Master of Arts, was elected August 25th, 1851, Professor of the Latin and Greek Languages and Literature.

E. N. Hartshorn,—having been a student of the Institution since its origion in 1846, and having taught two or three classes each term, and having (like some others of the students) nearly com-

pleted a full college classical course,—was elected, in January 1857, Professor of Natural Science.

Mrs. Jane Weston Chapman, having been a student for six years, and graduating in the scientific course with the class of '58, was elected in 1857, Professor of Designing, Painting and Drawing, occupying the chair with marked ability and honor until her decease, April 2, 1864; the chair since being successively occupied by J. W. McAbe, Dr. Scott Evans, and L. S. Harrison.

James A. Brush, having been a student for seven years, and graduating in the scientific course with the class of '60, and in the classical course with the class of '63, was elected, March 10, 1865, Professor of Natural Science, Literature, Logic and Political Economy.

H. S. Leland, who graduated in the classical course with the class of '66, was elected, August 20, 1865, Professor of Instrumental Music; and resigning his professorship in July, 1872, was succeeded by the election, in August, 1872, of William Armstrong, a graduate of instrumental and vocal music under Professor Henry C. Cooper, leader of the Philharmonic Society of London, England.

Theodore Armstrong, having been a student during six years, and graduating in the scientific course with the class of '70, and in the classical course with the class of '71, was elected in 1869, Professor of Penmanship and Physiology.

J. B. York, having been a student for four years and graduating in the scientific course with the class of '64, also Miss Sarah Rexroth, having been a student for some years and subsequently graduating in the scientific course with the class of '72, occupied in succession the chair of Modern Languages; they being succeeded by Gustave A. Scherf, A. M., who was elected, August 25, 1868, Professor of the German and French Languages and Literature, which he occupied with distinguished ability until his decease, April 1, 1875, being followed by Prof. C. F. Stokey.

B. U. Jacob, having been a student during four years, and graduating in the classical course with the class of '71, was elected in February, 1872, Curator of the Museum.

H. D. Gould, having been a student during four years, and graduating, December, 1871, in the commercial and actual business course, was elected, March 4, 1872, Professor of Book-Keeping, Commercial Calculations and Correspondence and Phonetics.

G. W. Waughop, having also been a student of Mount Union College, and graduating in the Philosophic course with the class of '75, was elected, August 25, 1875, Professor of the Languages and Natural Science.



Also, several Alumni of the College have been employed, at sundry times, as Assistant Professors, as follows: A. Baker, in Hebrew; Miss Matilda Hindman, in Literature and Mathematics; G. Hester, in Chemistry; J. W. Gillespie, in Instrumental and Vocal Music; A. E. Ward, in Natural Science and Mathematics; S. F. DeFord, in Natural Science and Mathematics; A. W. Heldenbrand, in Penmanship and Book-Keeping; Josiah Williams, in Natural Science, Literature and Language; N. Anthony, in Penmanship; Miss Hattie C. Clark, in Designing, Painting and Drawing; J. Wooldridge, in Penmanship; L. T. Osmond, in Natural Science and Literature; Miss Ida M. Clark, in Instrumental Music.

Other regular Professors, not Alumni of the College, were elected as the increasing demands required, and their names and titles, as members of the Faculty, like the names and titles of all the preceding or succeeding assistant Professors or Teachers and non-resident Lecturers, were duly published in the respective Annual Catalogues.

#### **Organization of the Linnaean Literary Society.**

It being suggested by the Faculty to divide the Republican Literary Society equally, owing to its increased numbers, such a motion was unanimously adopted by the Society, and one-half of the members were, at their own request, honorably dismissed; and they regularly organized April 20, 1854, the Linnaean Literary Society, receiving from the other Society an equal portion of its furniture, books, and other property. These two Literary Societies were constituted coordinate departments of the Institution, and separate halls were appropriated to their use.

#### **First Catalogue of the College.**

Early in 1858, there was published the Annual Catalogue of Mount Union College, for the academic year 1857-8; showing, in that year, an actual attendance of 361 different students, with their names, residences, classifications, and the following summary:—Seniors, 7; Juniors, 13; Sophomores, 39; Freshmen, 25; Normal, 255; Music, 116; Fine Arts, 19; Preparatory, 22; average daily attendance, 197; of whom 92 were ladies, distributed nearly proportionately in each of the above Classes; also showing the exercised offices of the following Faculty: Rev. O. N. Hartshorn, A. M., President, and Professor of Didactics, Mental Science and Political Economy; Ira O. Chapman, A. M., Vice President, and Professor of Mathematics and Astronomy; Geo. W. Clarke, A. M., Secretary, and Professor of Ancient Languages and Literature; E. N. Hartshorn,



A. B., Professor of Natural Science ; J. B. York, Professor of German Language and Elementary Branches ; J. W. Gillespie, A. B., and Miss M. Whitcomb, Teachers of Music on Piano, Melodeon, &c.; Mrs. Jane W. Chapman, B. S., Professor of Drawing, Painting in Oil, Mono-Chromatic, &c.; Albert Baker, A. B., Assistant Teacher of Hebrew ; Miss Matilda Hindman, A. B., Assistant Teacher of Mathematics ; Geo. Hester, A. B., Assistant Teacher of Chemistry ; W. P. Cooper, Teacher of Penmanship ; A. W. Heldenbrand, Teacher of Book-keeping ; Werren P. Edgerton, Teacher of Elocution ; T. S. Lambert, M. D., Lecturer on Physiology ; D. Vaughn, A. M., Lecturer on Natural Science—together with Officers of the Board of Trustees, consisting of O. N. Hartshorn, President ; I. O. Chapman, Secretary ; E. N. Hartshorn, Auditor ; and G. W. Clarke, Treasurer ; also Committee of Visitors and Examiners, consisting of Rev. D. P. Mitchell ; Ephraim Ball, Esq. ; Rev. W. A. Davidson, A. M. ; David Arter, M. D. ; Prof. John Ogden, A. M., of Columbus ; and Prof. Andrew Freese, A. M., of Cleveland. This first Catalogue of the College, (like the seven preceding Annual Catalogues of the Seminary, and the eighteen succeeding catalogues of the College,) contained also a synopsis of the provisions, the courses of study, a list of the text books, and a description of its location, apparatus, normal and musical departments, literary societies, boarding arrangements, rates of tuition, calendar, &c.

From the first step to secure the College Charter, up to the present date, (April 15th, 1876), full and satisfactory records of all the proceedings and transactions of the College have been properly and accurately made and kept by its proper officers in substantially bound Journals, which, with all necessary papers, titles, documents and full files of all the annual catalogues, daily registers, regulations, rolls, reports, etc., are accessible at the office of the College, including all proceedings of the Trustees and Faculty, charter, registry of donations and bequests ; also the deeds to the real estate which are all legally and properly executed in fee simple to Mount Union College, and recorded in the proper County Records.

### **Students and Self-government.**

The former Students, like those since, were not usually from large towns and cities, but chiefly consisted of young men and ladies from rural life, who, having early formed habits of integrity, industry, economy, and self-reliance, possessed sound minds and bodies, force of character, and strong convictions of duty to become integrally qualified for a positively useful life. They experienced no difficulty in cheerfully governing themselves, in conformity with wholesome regulations. Membership in the Institu-

tion as Students, like the membership of Patrons, Professors or Trustees, has been from the first, wholly voluntary, and mutually responsible and beneficent.

Self-government from the student, honest, voluntary and prompt, in conformity to published provisions, founded in Truth and Right, has always been the rule of this Institution. Its privileges are offered only on these conditions. It makes this self-government a chief consideration in receiving the student, as the accomplishment of the objects of his attendance and the welfare of the community depend upon it. A student wilfully neglecting to govern himself in conformity with stipulated provisions, being guilty of a breach of contract, forfeits his privileges. As the student voluntarily and freely accepts the conditions, his honor and his best interests call upon him to stand by his agreement. In this he is aided by kind and experienced Professors. Each of these seeks to gain and hold the personal friendship of each student; and, in the light of a broader life-experience, to counsel, encourage and lead in all right ways. The disciplinary provisions, few and simple, appeal to the Student's honor, self-respect, sense of right, and of personal responsibility. This plan of self-government removes the traditional antagonism between professors and students; cultivates honor, freedom, frankness, teachableness and self-control; begets a filial regard for the Institution, a love for integral culture, and a genuine trust in the Leader of us all.

### **Christian but not Sectarian or Partisan : Sources of Patronage and Control.**

The patrons and friends of Mount Union College regard it as its chief glory that it was founded in faith and prayer, and that God has as signally owned the earnest efforts impartially made here to promote refined and healthful habits, honorable conduct and pure religion, as to advance sound learning. The Institution is designed to be both patriotic and Christian, but in no sense sectarian or partisan. The Chapel exercises, which immediately precede a short literary lecture and mutual business meeting of faculty and students followed by the daily recitations, consist simply in brief reading the Scriptures, singing and prayer, and are cheerfully attended and conducted by the professors and students, without a chaplain, and without conforming to any particular creed or form of worship.

Equal advantages are earnestly proffered to all persons, parties or religious denominations, with preference to none; and all protestant denominations and other liberal classes of people, are voluntarily and generously patronizing the College, with both influence and students. No particular resolutions or action have been formally taken with respect to

patronizing the Institution by any religious body, except the Pittsburgh and West Virginia Annual Conferences of the Methodist Episcopal Church. The patronage extended to the College by these Conferences, is cordial and generous. Any candid person, religious denomination, or benevolent organization, is cordially and impartially offered the opportunity of being a patron, in either a limited or the fullest sense. Students are not asked or differently treated, concerning their religious, political or other proper personal relations or opinions.

Any patron, donating funds for the growth of the College, may vote for the election of trustees, and through the trustees as their representatives, have a just voice in the election of professors and in the control and management of the Institution, to be exercised in harmony with the charter and state and national law, and in proportion to the funds received by the College from a patron, one vote for the election of each trustee being by the charter granted to a patron for every twenty-five dollars thus contributed.

The alumni and former students of the College are also becoming, under this general and liberal provision, generous financial patrons, and accordingly are exercising an equitable voice in the election of trustees, with judicious results.

They who have voluntarily made the most liberal sacrifices of funds for its substantial growth, have proved themselves also the most generous in their sacrifices of time, labor and preferences, by co-operating heartily and efficiently with all who truly have at heart the good of the Institution, and are discreetly exercising their influence to advance its permanent growth and widest usefulness. It was designed to found for the united or integral culture of the masses a progressive College, on the philanthropic principle of voluntary patriotic Christian unity; and this idea has ever since been faithfully carried out in the spirit of the original intention, no particular person, denomination or association having at any time claimed or attempted to control the election of trustees or faculty, or management of the Institution.

#### **Plan of Education and Admission of Students.**

The Plan of education, on which this Institution is distinctively based, may be understood from its "fundamental objects" and other foregoing facts.

The practical workings of the Plan—as carried out in the General, Elective and Special Courses of Study, including the branches, text-books, and distinctive methods of teaching and management of the Departments, with the attendance and classifications of students, the true results and actual work of the Faculty, and the acquisition of apparatus and representative specimens for thorough integral instruction,—may also be understood from the following facts.

Any persons of good moral character may be admitted to the privileges of a student, by voluntarily and honestly agreeing and con-

forming to the provisions of the College. None are received under fourteen years of age, unless committed to the special care of some member of the Faculty or approved citizen.

Students may enter at any time, and pursue any studies for which they are qualified; and, whenever the course in any department is thoroughly completed, may graduate and receive the corresponding Degrees and Diplomas. The disciplinary provisions, few and simple, appeal to the student's self-respect, sense of right and personal responsibility. Ladies are admitted to any department, course of study and other privilege, upon precisely the same conditions as gentlemen.

Students who have not studied latin or greek, are admitted to regular and proper standing in the college classes, when equivalent acquirements in mathematics, literature and natural sciences can be shown; also, in other respects, the Institution is designed to be adapted to the public school system of the country, and to the true spirit of the age.

The regular college year is divided into three Terms—Fall, Spring and Summer. Students who teach in the Winter, desire *three* Sessions (instead of *two*), between the closing of their schools about the last of February, and the beginning of their next schools in November.

This arrangement of Spring, Summer and Fall Terms, beginning on the *last* Tuesday of February, *middle* of May, and *last* Tuesday of August, enables students both to *attend* these regular Terms, and to *defray* their college expenses during the entire college year, by teaching public school during the winter, without losing time or falling behind their classes. A special Winter Term, beginning the last Tuesday in November, accommodates students not teaching in the winter.

If a student need be absent during the summer season, the Fall, Winter and Spring Terms will still give him opportunity to do a college year's work; or, if he attend all four terms, he can complete a four years' course, in three calendar years.

The annual Commencement Exercises—including the public examinations of all the classes, the reunion of former students, the baccalaureate sermon and annual address, the anniversary of the Alumni Association, the annual meeting of the Trustees and Faculty, the Seniors' graduating addresses, the President's baccalaureate address, the conferring of Degrees and Diplomas, and the annual Contest Performances of the Republican and Linean Literary Societies—take place during the third or fourth week in July.



### **Methods of Recitation, Lectures and Examinations.**

A characteristic feature of the College is its integral or logical Methods of Recitation, which awaken interest, develop energy, self-reliance, moral courage, comprehensive thought, power to observe, analyze, classify, reason and communicate ; and, at the same time, so exercise and discipline all the faculties, as to round out the character, and fit the student for the varied duties of life.

A distinctive feature of the daily recitations is to illustrate and apply the principles of Science, Literature and the Arts, by means of Apparatus, Specimens, etc.,—thus bringing in Nature to teach for us by things really existing, in addition to the text-books, ready use of chalk and black-board, and the magnetic power of voice, look, manner and sympathy of competent Instructors.

Illustrative Integral Instruction fully and harmoniously develops and disciplines *all* the faculties of the student, awakens an intense love of classified knowledge, utilizes principles, and permanently preserves them in the memory, not in the “rote” or “memoriter” way, nor by mere “object-lessons” or other partial methods, but by properly exercising and cultivating each group and class of faculties, and by associating the phenomena and facts, (rendered visible by experiments, specimens, etc.) with their respective CAUSES and EFFECTS.

Courses of Lectures and Experiments, each term, on science, literary subjects and physical culture, receive due attention. Scientific excursions, as mineralogical, botanical, zoological, geological, surveying and engineering expeditions, etc., are frequent, and combine physical with social, moral and intellectual culture.

In addition to the daily class instruction and scientific experiments and lectures by resident Professors who, being charged with the internal management, devote their whole time to teaching ; the College employs also a number of distinguished scholars and educators, as non-resident members of the Faculty, who give (without additional charge to students) courses of useful instruction, in the form of popular scientific and practical lectures, on important branches in both the General and Special Courses.

At the middle and close of each Term, there are written and oral examinations. In computing the final grades of a student, with a view to Graduation, his former average term-grades of scholarship and deportment, are combined with those resulting from final examinations. No marking system, but actual and thorough recitations and examinations in each study form the basis for class-standing and graduation.

The examination-papers in each study are carefully inspected, rated, and permanently filed, for the future inspection of all, as are copies of the Junior and Senior Addresses.



### **General Courses of Study Described.**

The ancient and modern Classical, the Liberal Literature and Arts, the Philosophical and the Scientific Courses, each arranged for four years' work, constitute the General Courses. These are arranged with a special view to integral culture, and are as extensive and thorough in every essential, as the corresponding Courses in the Colleges and Universities of this or European countries.

While the course of study duly arranged in Liberal Literature and Arts, is equal to the corresponding course in any other Institution, it has some features not usually found in this course, as Music and Fine Arts. Ladies may study and graduate in this, or in any other Course or Department of the College.

Literary Exercises—Composition, Declamation, Debate, Oration, Criticism—are required throughout the four General Courses; also in the Elective, Preparatory, Normal and Teachers'. Latin and Greek, also German and French prose-composition, and thorough literary training, are required throughout their respective Courses.

Equivalents, really such in both quality and amount, are accepted for many of the branches named in the General Courses.

A student, having pursued studies in any course before entering this College, will, (either by passing examination here, or by presenting a satisfactory certificate of his proficiency in such Studies from other qualified Teachers,) be permitted to take that position in the college classes, to which he is justly entitled. A student, with the consent of the Faculty, may change from one course to another, or from one study to another.

Students, by proper industry, can complete either General Course, in *four* college years of *three* terms, and at the same time can earn (as many do) during the WINTER SEASON BY TEACHING, their college expenses for the entire academic year. Others, by the arrangement of a Special Winter Term during the long vacation, can, if they prefer, complete either general Course in *three* calendar years.

THE SPECIAL COURSES are Normal, Music, Fine Arts, and Commercial or Industrial.

Students in Elective Courses select their studies from the various Departments, with the understanding that they take only those studies for which they are prepared, and such as are arranged for the current term in some one of the General Courses. When the elected course is the full equivalent of a General Course, the College grants that Degree to which the Course pursued most nearly entitles the applicant.

The Synchronistic View of the Studies in each of the General Courses, is submitted on the next two pages, and is self-explanatory.

# SYNCHRONISTIC VIEW of the COURSES AND

	Classical Course.	Liberal Literature and Arts.
FRESHMAN YEAR.	<p>Nat. Sci.—Meteorology, Brocklesby.  Latin.—Caesar.  Greek.—Hadley's Gram. &amp; Boice's Lessons</p> <p>Nat. Sci.—Zoology, Donaldson.  Math.—Trigonometry, Olney.  Latin or (Caesar's Commentaries, or  German. } Comfort's German Grammar.  Greek.—Hadley's Gram. &amp; Boice's Lessons</p> <p>Nat. Sci.—Botany, Gray.  Math.—Surveying &amp; Field Practice, Olney.  Latin or (Cicero's Orations, or  German. } German Grammar, Comfort.  Greek.—Xenophon's Anabasis.</p>	<p>Nat. Sci.—Meteorology.  Nat. Hist.—Physiology, Cutter.  Electives.—Music or Fine Arts.</p> <p>Nat. Sci.—Zoology, Donaldson.  Physics.—Natural Philosophy.  Electives.—Music or Fine Arts.  Classics.—French or German.</p> <p>Nat. Sci.—Botany, Gray.  Electives.—Music or Fine Arts.  Classics.—French or German,</p>
SOPHOMORE YEAR.	<p>Nat. Sci.—Astronomy, Brocklesby.  Math.—Analytical Geometry, Olney.  Latin or (Horace, or  German. } Comfort's German Reader.  Greek or (Xenophon's Anabasis, or  French. } Magill's French Grammar.</p> <p>Nat. Sci.—Inorganic Chemistry, Wells.  Math (Differential Calculus and its  Applications, Olney.  Latin or (Virgil, or  German. } Schiller's Wilhelm Tell.  Greek or (Xenophon's Anabasis, or  French. } French Grammar, etc.</p> <p>Nat. Sci.—Organic Chemistry, Wells.  Math (Integral Calculus and General Ge-  ometry, Olney.  Latin or (Virgil, or  German. } German Composition.  Greek or (Herodotus, or  French. } French Reader, Fasquelle.</p>	<p>Nat. Sci.—Physical Astronomy.  Electives.—Music or Fine Arts.  Polit. Sci.—U. S. Constitution.  Classics.—French or German.</p> <p>Nat. Sci.—Inorganic Chemis'y.  Math.—Algebra, 3d Term, Ray.  Electives.—Music or Fine Arts.  Classics. (French, German  or Latin.</p> <p>Nat. Sci.—Organic Chemistry.  Philos.—Rhetoric, Hart.  Electives.—Music or Fine Arts.  Classics. (French, German or  Latin.</p>
JUNIOR YEAR.	<p>Philos.—Logic, Schuyler.  Int. Phil.—Mental Philosophy, Haven.  Latin or (Sallust, or  German. } Goethe's Iphigenie.  Greek or (Homer's Iliad, or  French. } Dumas' Napoleon.</p> <p>Nat. Sci.—Mineralogy, Dana.  Philos.—Rhetoric, Whately.  Latin or (Tacitus, or  German. } Goethe's Herman, &amp; Dorothea.  Greek or (Homer, or  French. } French Composition, Gasc.</p> <p>Nat. Sci.—Geology, Dana.  Nat. Sci.—Math.—Physics, Silliman.  Latin or (Livy, or  German. } Weber's Literatur Geschichte.  Greek or (Plato's Apology, or  French. } Racine's Esther and Athalie.</p>	<p>Philos.—Logic, Schuyler.  Philos.—Ment. Philos., Haven.  Math.—Geometry, completed,  Classics. (French, German,  Latin or Greek.</p> <p>Nat. Sci.—Mineralogy, Dana.  Philos.—Rhetoric, Whately.  Math.—Trigonometry, Olney.  Classics. (French, German,  Latin, or Greek,</p> <p>Nat. Sci.—Geology, Dana.  Electives.—Music or Fine Arts.  Classics. (French, German,  Latin or Greek.</p>
SENIOR YEAR.	<p>Nat. Sci., Math.—Physics, Silliman.  Literature.—English Literature, Hart.  Classics. (Cicero de Senectute, or Hebrew.  Medea, or La Liter. Francaise.</p> <p>Philos.—Moral Philosophy.—Wayland.  Polit. Sci.—International Law, Woolsey.  Philos.—Evidences of Christianity, Paley.  Classics. (Cicero de Officiis, or Hebrew.  Demosthenes de Corna, or Cor-  son's Soirees Litteraire.</p> <p>Philos.—Elements of Criticism.  Math.—Mathematical Astronomy, Norton.  Social Sci.—Political Economy, Wayland.  Greek Testament, or Hebrew.</p>	<p>Lit.—Eng. Literature, Hart.  Domestic Sci.—Book-Keeping.  Electives (Classics, Music,  or Fine Arts.</p> <p>Mor. Sci.—Moral Philosophy.  Electives (Classics, Music,  or Fine Arts.</p> <p>Philos.—Evid. Christianity.</p> <p>Philos.—Elements of Criticism.  Electives (Classics, Music,  or Fine Arts.</p> <p>Social Sci.—Political Economy.</p>

In the Winter Term, studies are arranged to suit the students in attend- and ninth weeks, (written and extemporaneous alternating) ; Juniors, the throughout the respective Courses,

# STUDIES in SCIENCE, LITERATURE and the ARTS.

Philosophical Course.	Scientific Course.
Nat. Sci.—Meteorology, Brocklesby. Math.—Geometry, completed, Olney. Math.—Algebra, 3d Term, Ray.	Nat. Sci.—Meteorology, Brocklesby. Math.—Geometry, completed, Olney. Math.—Algebra, 3d Term, Ray.
Nat. Sci.—Zoology, Donaldson. Physics—Natural Philosophy, Parker. Classics—Latin or Greek,	Nat. Sci.—Zoology, Donaldson. Physics—Natural Philosophy, Parker. Eng. Lit.—Analysis of Sentences.
Nat. Sci.—Botany, Gray. Math.—Algebra, 4th Term, Ray. Classics—Latin or Greek.	Nat. Sci.—Botany, Gray. Math.—Algebra, 4th Term, Ray. Physics—Physical Geography.
Nat. Sci.—Astronomy, Brocklesby. Nat. Hist.—Physiology, Cutter. Polit. Sci.—Constitution U. S., Alden. Classics—Latin or Greek.	Nat. Sci.—Astronomy, Brocklesby. Nat. Hist.—Physiology, Cutter. Polit. Sci.—Constitution U. S., Alden.
Nat. Sci.—Inorganic Chemistry, Wells. Math.—Trigonometry, Olney. Classics, { Latin, Greek, German or { French.	Nat. Sci.—Inorganic Chemistry, Wells. Math.—Trigonometry, Olney. Classics—German or French.
Nat. Sci.—Organic Chemistry, Wells. Eng. Lit.—Rhetoric, Hart. Math.—Surveying and Field Practice. Classics—German or French.	Nat. Sci.—Organic Chemistry, Wells. Eng. Lit.—Rhetoric, Hart. Math.—Surveying and Field Practice. Classics—German or French.
Philos.—Logic, Schuyler. Int. Phil.—Mental Philosophy, Haven. Math.—Analytical Geometry, Olney. Classics—German or French.	Philos.—Logic, Schuyler. Int. Phi.—Mental Philosophy, Haven. Math.—Analytical Geometry, Olney.
Nat. Sci.—Mineralogy, Dana. Philos.—Rhetoric, Whateley. Math. { Differential Calculus and its { Applications, Olney. Classics—German or French.	Nat. Sci.—Mineralogy, Dana. Philos.—Rhetoric, Whateley. Math. { Differential Calculus and its { Applications, Olney.
Nat. Sci.—Geology, Dana. Nat. Sci., Math.—Physics, Silliman. Math. { Int. Calculus, Gen. Geometry Classics. { Olney, or French or German.	Nat. Sci.—Geology, Dana. Nat. Sci., Math.—Physics, Silliman, Math. { Integral Calculus & General { Geometry, Olney.
Nat. Sci., Math.—Physics, Silliman. Lit.—English Literature, Hart. Classics—German or French.	Nat. Sci., Math.—Physics, Silliman. Lit.—English Literature, Hart. Classics—German or French.
Philos.—Moral Philosophy, Wayland. Polit. Sci.—International Law. Philos.—Evidences of Christianity.	Philos.—Moral Philosophy, Wayland. Polit. Sci.—International Law. Philos. { Evidences of Christianity, Math. { or Civil Engineering.
Philos.—Elements of Criticism. Math. or { Astronomy, Norton, Classics. { or Latin or German. Soc. Sci.—Political Economy, Wayland.	Philos.—Elements of Criticism. Math.—Mathematical Astronomy. Social Sci.—Political Economy.

ance. Addresses to be delivered each Term as follows : Seniors, the fifth seventh week, Latin and Greek, also German and French Prose-composition

### **Graduation Degrees and Diplomas.**

*The Degrees*, (except in Liberal Literature and Arts of Ladies' Department,) are conferred, *in cursu*, alike upon Gentlemen and Ladies who complete a College Course of Studies, as follows: Bachelor of Arts, (A. B.,) for the Classical Course; Mistress of Liberal Arts, (M. L. A.,) for the Course of Liberal Literature and Arts; Mistress of English Literature, (M. E. L.,) for the Course of Liberal Literature and Arts, except the classics; Bachelor of Philosophy, (Ph. B.,) for the Course in Philosophy; Bachelor of Science, (B. S.,) for the Scientific Course; Bachelor of Commercial Science, (B. C. S.,) for the Commercial or Industrial Course.

*Non-resident Students* may be admitted to Graduation and the designated Degrees, *pro merito*, in the Department of Science, Literature and the Arts, by producing, upon actual examination, undoubted evidence of having thoroughly completed the published Course of Study, as required of other students.

Students standing high in scholarship and deportment, besides admission to the proper Graduation, and receiving the corresponding Diplomas and Degrees, may be awarded by vote of the Faculty, Commencement Orations indicative of general or special excellence.

*Diplomas or Certificates of Proficiency* may be awarded to students who thoroughly and satisfactorily complete a special course in Vocal or Instrumental Music, Fine Arts, Mathematics, Natural Science, Modern Languages, Literature, or the Normal Course.

### **Post-Graduate Studies for Master's Degree.**

The Degrees of Master of Arts, Master of Science, and Master or Doctor of Philosophy, are not honorary Degrees, but are conferred on those who have completed and sustained an actual examination in a suitable Post-graduate Course of one year's study. Application to be made in writing to the Faculty, for the designation of a time for this examination, and the conferring of the Degrees and Diplomas. To be admitted to graduate in the Master's Degree, the student must have received at some College, the corresponding Baccalaureate Degree, and have completed nine branches of study (including Professional studies) properly following the Baccalaureate Course.

### **The Preparatory Department.**

The design of this Department, which was organized nearly simultaneously with the Institution, is to prepare students for college classes; but it is also adapted to meet the wants of any who desire a good English education. All the branches usually taught in



High Schools and Academies, are taught each term in this Department. Preparatory students conform to the College provisions; the branches are taught by regular College Professors, as follows:—

PREPARATORY STUDIES FOR THE GENERAL COURSES.

I. *Classical Course*.—Geography with Map Drawing; Intellectual and Practical Arithmetic; Elocution; Systematic Penmanship; English Grammar, Harvey; Definition and Analysis of words; Higher Arithmetic; Analysis of Sentences; Ancient and Modern History; Harkness' Latin Grammar and Bois' Reader; U. S. History; Natural Philosophy, Parker; Latin Grammar and Reader; Physiology, Cutter; Constitution of U. S., Alden; Algebra, Ray's Part II., completed; Geometry, completed, Olney; Hart's Rhetoric.

II. *Liberal Literature and Arts, Philosophic, and Scientific Courses*.—The requisite Preparatory Studies for these Courses are the same as for the Classical Course, except the omission of Latin and such studies as are arranged for some term in these Courses.

**The Normal Department.**

The Normal Department, having been as previously stated, organized in 1850 by O. N. Hartshorn, A. B., has each year since greatly aided to advance the fundamental objects of the Institution. The students duly classified and instructed in this department, number 4,721; of whom 4,175 have graduated in the published Normal or Teachers' Course. Of these Alumni, 1,458 are ladies.

While this distinctive instruction in the Science and Art of Teaching, embracing the specific branches and most approved methods of teaching, school management, etc., as adapted to the common schools, has devolved chiefly on the Faculty of the Normal Department, including non-resident Lecturers; the entire Faculty of the College have greatly contributed to this Department by practically illustrating and applying, in connection with their respective classes and lectures, not only the principles and facts of each study, but also *the best methods of teaching them*. By reference to the actual work of the general Faculty, indicating the respective classes of studies as taught by each of the resident Professors and non-resident Lecturers, it will be seen that the range of the practical Normal Instruction in the College, greatly transcends the specific course of study laid down for graduating in the Teachers' Course.

As a result of this additional normal instruction, a large number of the Students in the College have gone greatly beyond the requirements for graduation in the Normal Course; being not only professionally qualified, but have regularly and suc-



cessfully entered upon the responsible work of superintending or teaching the more advanced graded Schools.

Thus, practically, the spirit of this Normal Department has so pervaded all the Departments of the Institution, that of the 12,155 different students, 7,819 of them (about one-fourth of these being ladies) have been employed one or more terms in teaching public schools in nearly every state in the Union, with an average attendance in each school of 47 pupils, thus directly and personally instructing each term 367,493 different pupils.

Very few persons enter College until they have studied many of the branches embraced in this Normal or Teachers' Course, so that most can complete it in from one to six terms; and when properly completed a Teacher's Diploma may be awarded by the College.

The illustrative integral system of teaching the various branches in *each* Department, while imparting mental *discipline* and a *knowledge* of the branches, are also designed to instruct students in the *best methods of teaching* them; and thus greatly abridge the time and work in the special Normal Classes.

A Special Normal or Teachers' Class is formed each Term, for the regular daily instruction and drill in the "Science and Art of Teaching"—explaining fully and practically the latest and best Methods of Teaching, Governing, School Management, and the best means of preparing and using simple Apparatus to interest and instruct pupils in Common Schools. Objective-teaching, including the most approved methods of using real objects, specimens and simple apparatus, receives great attention. No charge is made for these Lectures and Drills in Normal Classes.

THIS TEACHERS' COURSE is designed to meet the wants of the Teachers of Common Schools, in this and other States, and is arranged in compliance with the expressed wishes of a large number of the Boards of School Directors and Examiners, who employ or examine our Students.

Upon application of Directors or others interested in Schools, the Faculty, (without charge to any party), usually recommend to them well qualified and reliable teachers.

#### TEACHERS' COURSE.

The following are the Branches of the Normal or Teachers' Course, which are taught, (except the free Lectures and Normal Class-instruction,) in their respective Departments:—

Geography with Map Drawing, Intellectual and Practical Arithmetic, Definition and Analysis of words, English Grammar, Systematic Penmanship, Higher Arithmetic, Algebra, Analysis of

Sentences, U. S. History, English Composition, Vocal Music, Ancient and Modern History, Algebra, (second term), Book-Keeping, Natural Philosophy, Physiology, practical Drawing and Sketching from real objects, Geometry, Didactics or Theory and Practice of Teaching, Lectures and Class Drill.

### **Music Department.**

The Music Department being essential to integral culture, was organized on a small scale almost simultaneously with the Institution. Its growth has been both regular and healthful, contributing in a fair degree to symmetrical culture.

This Music Department received its greatest accessions, as results of the resolution, adopted by the Trustees at their annual meeting held in June, 1865, authorizing the erection of a new Boarding Hall, and the finishing and furnishing in it of suitable Music and Fine Art Rooms; also the purchase of new Pianos, and the election of thoroughly qualified professors of Vocal and Instrumental Music.

Whereupon, a committee was appointed and authorized to proceed, at once, to erect and finish a four story Boarding Hall, 134 feet long, by 47 feet wide, with suitable apartments or rooms, in which have ever since its completion in 1866, been given the Instrumental Music (and the Fine Art) instruction and practice; also another Committee was appointed, who in 1865, purchased ten new pianos, and employed Professor H. S. Leland who was followed seven years later, by the present incumbent, Professor William Armstrong.

The Students classified and instructed successively in this Vocal and Instrumental Music Department, number 3,435; some of whom have honorably graduated in the Instrumental Course, and many others have made highly creditable proficiency in the several classes of the Vocal or Instrumental Sections.

The several studies and classes of the Vocal and Instrumental Sections, are arranged as follows:—

### **Vocal Music Course.**

ELEMENTS OF MUSICAL NOTATION.—This class embraces a thorough course in the Elements of Musical Notation, enabling pupils to read music at sight, together with practice in Psalmody, Anthem and Glee singing, and in first principles of Voice Culture.

CHORUS CLASS.—The exercises in this class are chiefly confined to practice in Solo, Quartette and Chorus singing, with exercises in Voice Culture and the higher principles of Notation.

The leading Chorus Works of our modern composers are used also the Oratorio and other classical works of the masters.

**VOICE CULTURE.**—In this class is given a full explanation of the construction of the Vocal Organs, with class exercises in Voice Culture; pupils are taught to *breathe* properly, and to *control* the Vocal Organs so as to sing with ease, and not injure the voice, each student receiving proper attention. The voice is properly developed, and defects are kindly pointed out and remedied.

**HARMONY AND COMPOSITION.**—In this class is taught the analysis of the Scales, and the various intervals formed therefrom; also Chord Formation, Position, Inversions, Progressions, Tone Relations, Musical Form and Composition.

**THE ART OF TEACHING.**—The course of instruction in this class is designed to meet the wants of all desiring to qualify themselves to teach Music in Public Schools, and conduct singing classes and musical conventions; students are taught *How to Teach Music*.

In all vocal classes in the Conservatory, the faulty methods are shown, and the correct methods analyzed and practiced. Teaching to sing, by being confined to the Piano or Organ, is avoided, in vocal classes, each voice being held responsible for its own work.

#### **Instrumental Music Course.**

**PIANO-FORTE.**—The course of instruction on Piano, (Freshman and Junior years,) includes Sutter's Grand German Method; Friederich, op. 28, books I, II, III; Bertini, op. 29 and 32, books I, II, III, IV; Czerny's School of Velocity, op. 299; Fred Burghmueller, op. 105; Etudes Brillantes et Melodiques.

**SENIOR YEAR.**—J. B. Cramer, Etudes en Exercices dans les differents Tons, Books I and II. Ravina, op. 14, Etudes de style, books I, II, Chopin, op. 10, Dowze, Grandes Etudes, books I and II.

Selections are interspersed from the Grand Piano-Forte Works of the best ancient and modern classical composers: Mozart, Weber, Mendelssohn, Scuberth, Schuman, Litolff, Buelow, Jaell, Rubinstein, Sutter, Tausig, etc., up to Liszt, Chapin, and Beethoven. Practical knowledge of thorough-bass, and the principles of music may be acquired by drills and attendance upon class-lessons, with lectures throughout the course.

Advanced Pianists and Organists have the advantage of practicing concerted classical Music, Sonatas, Concertos, Overtures, Symphonies, etc., of Mozart, Beethoven, Schuman, Liszt, Richard Wagner and others, arranged for two hands on one Piano, four hands on one Piano, four hands on two Pianos, six hands on one Piano; eight hands on two Pianos, Piano and Organ; four, six and eight Pianos, with and without Orchestral accompaniments.

**ORGAN.**—The course on the Organ includes Schneider's Practical School, Rink's Grand School—six books; Bach's Preludes and Fugues, with Studies, Concertos, Sonatas, Fugues, etc., from Rink, Handel, Lux, Carl Bergh, Hesse, Mendelssohn, Bach and others, together with the same knowledge of thorough-bass, etc., which is required in the Piano Course. There has just been added a large Pedal Organ, on which students have the advantage of lessons and practice, without leaving the Conservatory.

**MELODEON AND CABINET ORGAN.**—Course on Melodeon and Cabinet Organ same as Piano, excepting the substitution of Instruction Books and Exercises adapted to these Instruments.

**BAND AND ORCHESTRA INSTRUMENTS.**—Instruction is given upon the Violin, Flute, Cornet, Horns, Guitar, Zither, Harp, Violoncello, and all other Band and Orchestra Instruments, using the Schools of Wichtl, Campagnoli, and of Spohr, for Violin, and equally classical works for the other Musical Instruments.

**ORCHESTRA.**—There has lately been formed in connection with the Department an Orchestra of String and Wind Instruments, where the Musical Students, when sufficiently advanced, have the advantage of practicing concerted music of a high order. Students not receiving regular music lessons may also be admitted, after undergoing a musical examination by the Director of the Orchestra.

**SPECIAL VOICE CULTURE,** with Instrumental Accompaniment, receives great attention. This art has now, through the modern discoveries of the Laryngoscope, been reduced to such a complete science, as to enable any one with healthy vocal organs to become an excellent singer.

Those taking lessons in this Special Voice Culture, if sufficiently advanced, have the advantages of the Choral Society, where the high classical works of the great masters are performed.

**HARMONY AND MUSICAL COMPOSITION.**—A special feature has recently been added, where those wishing a thorough knowledge of Composing, and Arranging Music for Piano-Forte, Organ, Band and Orchestra Instruments, Solo Voice, Duett, Trio, Quartette, Chorus, Grand Orchestra, etc., can obtain it. The following works are used: Sechter's Fundamental Harmonies; Albrechtberger's Thorough-Bass, Harmony and Musical Composition; Cherubini's Fugue and Counterpoint; Berloiz' Modern Instrumentation and Orchestration, etc. Diplomas are granted to graduates.

### **Fine Art Department.**

The Fine Art Department was organized early in 1857, Mrs. Jane Weston Chapman being elected the first Professor. Its pro-



gress during the first few years was slow, especially during the war, owing to the unusual diversion of the public mind from symmetrical culture. Aesthetics forming a part of integral education, the Patrons and Trustees have desired to establish a first-class School of Design, where students may obtain, in connection with literary and other training, thorough æsthetic instruction, at a trifle of the cost for similar advantages in large cities; 1,014 students having been successively classified and instructed in this Department.

Great attention is regularly given to teaching all the Branches of the Fine Art Department, from the simple lines and elements of Designing, Sketching and Drawing, through all the higher Divisions of Landscape, Flower, Portrait and Figure Painting, Artistic Anatomy, and the execution of Original Designs, natural and ideal, as well as choice selections from the Masters.

THOROUGH INSTRUCTION is given in Artistic Anatomy, including the names, forms, uses and varieties of expression of the muscles and bones of the face, trunk and extremities of the human figure, or of the lower animals. Great pains are taken with beginners, as well as in the instruction of those who contemplate becoming skillful Landscape, Portrait, Fruit, Flower or Figure Painters, or regular professional Artists. Rare advantages are offered to those desiring to study Designing and Painting, either exclusively or in connection with other studies. Those wishing to devote their whole time can obtain special or extended instruction. Diplomas are awarded, whenever the Full Course is properly completed.

THE CURRICULUM OF STUDIES contains all those Branches usually taught in first-class Academies of Art in America and Europe, and give, aided by proper instruction with the specimens and models in the Art Gallery, a true and systematic basis for an elevated and substantial Art Education, an acquisition as easily made, and nearly as useful in the various pursuits of life, as are the common English Branches.

THE PREPARATORY STUDIES embrace Straight, Parallel and Curved Lines; Ovals, Circles and Grace Lines, with their application to Sketching and Object-drawing.

THE JUNIOR STUDIES are Pencil and Crayon-drawing; India Ink and Water-color Painting; Landscape, Fruit and Flower Painting in Oil; Perspective and General Designing; Portrait Painting in Oil and Artistic Anatomy.

THE SENIOR STUDIES are Animal Painting in Oil, and Drawing from Life; Portrait Painting continued, and Figure Drawing from life and the casts; studying and executing from works of the Masters and other Paintings in the Gallery.



### **Business Department.**

In the Spring of 1869 there was organized, as a Department of the College, an Industrial School, in order to supply a felt and growing demand for a Business Education, on a broad and sound basis, with Facilities and Instruction extensive, accurate and natural, and acquirements corresponding to the practical needs and severe tests of an honest competitive business life.

Though this Commercial Department has been in operation only six years—less than half of the existence of any other of the Departments—yet such is the growing and urgent demand for a sound industrial education, based on broad or cosmic literary culture, that the Trustees have expended large amounts in supplying the most modern and approved facilities, in order that a thorough business education may, (at a small part of the expense, and exposure to the temptations, incident to large cities,) be imparted to young men and ladies, seeking proper preparation for life's needful pursuits.

While all are cordially invited to visit, at any time, the general Department of Science, Literature and the Arts, or the Normal, Musical, Fine-art and the Preparatory Departments; persons need especially to visit this industrial Department, in order either to understand or appreciate its systematic daily workings.

The students classified and instructed in this business Department, number 2,134, nearly all of whom are now successfully and profitably occupying good situations.

**THE FULL BUSINESS COURSE.**—The Full Business Course consists of Plain Penmanship, Letter-writing, Commercial Calculations, Business Paper and Forms, Laws and Philosophy of Business Habits, Commercial Ethics, Common Accounts, Commercial Law, Lectures on Business Habits, etc., Drill in Original Examples and Sets, Single and Double Entry Book-keeping applied to Banking, Merchandising, Joint Stock Companies, Steamboating, Rail-roading, Factories, Farming, Administrators' Accounts, Revenue Business, Commission, etc.

After the thorough Mastery of the Theory of Business Practice by manuscript-work, the student with his fellows, forms a Business Community, receives and pays currency, buys and sells, transacts business at a properly managed Bank, at Freight, Express, Insurance, Real Estate, Exchange, Broker's and other Offices.

**THE SHORTER COURSE** for Farmers, Mechanics and Teachers, is adapted to any ordinary vocation, and receives reasonable time.

**THE SPECIAL WRITING COURSE**, embraces Plain Penmanship, Ornamental Penmanship and Pen Drawing. A separate room,

neatly furnished, is provided for those desiring to devote more time in special writing exercises and personal drill. A first-class Penman constantly furnishes instruction in every feature of his Art.

THIS INDUSTRIAL OR BUSINESS DEPARTMENT, being organized like the other Departments, under the same Board and general Charter of the College, with full collegial powers, is furnished with all the latest improvements and appliances for Actual Business, with Offices, Banks, Currency Samples, Emporiums, &c., &c., for transacting (as in real life) every kind of business. It has a competent Faculty of Experienced Professors and practical accountants.

Within the past few months, there have been subscribed by citizens liberal amounts to purchase for this Department the superb Edifice known as the Alliance College Building, under the proposition of the Trustees to elevate this Department to the broad basis of a comprehensive Industrial College, and the securing of a superior Technical or Industrial Museum.

### **Apparatus and Libraries.**

MOUNT UNION COLLEGE aims to illustrate and apply, to the easy comprehension of students, all the principles of science that may be under consideration, and for this purpose has provided the most extensive, modern and valuable sets of Apparatus, for constant use in connection with the regular recitations and lecture-rooms.

THE CHEMICAL APPARATUS is extensive, affording excellent facilities for pursuing a complete course in qualitative and quantitative analysis, of both organic and inorganic Chemistry, as well as for performing all experiments described in the text-books.

THE PHILOSOPHICAL APPARATUS comprise Air-pumps, Electrical Machines and Apparatus, Optical Instruments, Machines showing the laws of Mechanics, the phenomena of the Atmosphere, of Heat, Magnetism, Hydrostatics, Hydraulics, etc.

THE MATHEMATICAL INSTRUMENTS, including Surveying, Engineering and Mining Implements, illustrate and apply the principles of Mathematics, being well adapted to the wants of students.

AMONG THE ASTRONOMICAL AND GEOGRAPHICAL APPARATUS are the Heliotellus, Lunatellus, Planetarium, Globes, Maps, etc. The Observatory constructed with the main building, has a rotating dome, and contains a mounted telescope.

THIS TELESCOPE, one of the largest and best of its kind, was imported from Europe, and is provided with all the glasses and adjustments for either terrestrial or celestial observations, rendering its performance accurate and satisfactory.

THE PHYSIOLOGICAL APPARATUS and Specimens, as Plates,

Skeletons, a superior French Manikin, Preparations, etc., serve to illustrate human Anatomy and Physiology. The skeletons and specimens in Comparative Anatomy, are also highly valuable.

ALL THE LIBRARIES of the College are accessible to students, and are enlarged as rapidly as practicable. The Libraries of each of the Societies are supplied with excellent books, and their number is constantly increasing. These are open to their respective Societies, also to others with but nominal restrictions. Additional to the general college library, each Department has commenced an appropriate library for its own use.

### **The Museum and its Cabinets.**

A cosmic Museum of representative Specimens being essential to thorough integral instruction, its acquisition, with suitable buildings and appendages, must necessarily form a prominent feature in carrying out the original design of the College. Accordingly, ever since the origin of the Institution in 1846, great and constant efforts and liberal contributions have been made to found a free Museum that would be a distinguished blessing to the Institution, and a permanent benefit and honor to our Republican Country.

This Museum received its greatest accessions, as the results, first of a resolution introduced by Lewis Miller and advocated by C. Aultman, Hon. S. P. Chase and others, and adopted by the Trustees, July 6, 1867, which "authorized President O. N. Hartshorn, LL.D., to visit Europe in the interest of the College, especially by investigating educational improvements, courses of study, the importance and methods of procuring apparatus and specimens for fully illustrating and applying the various branches of study;" also, on his return from Europe, of their action, June 17, 1868, adopting his report, and resolving "to purchase speedily apparatus and specimens for fully illustrating and applying the studies of each course, also to fit up rooms and cases for specimens, and to provide suitable studies and courses for fully and harmoniously educating students;" and further, as the result of a resolution offered by C. Aultman, seconded by Jacob Miller and adopted by the Board, June 16, 1871, to the effect that all the interest on the endowments, as heretofore, "shall be applied to increasing the specimens and other permanent improvements."

The Museum speaks for itself, and all are cordially invited freely to visit it at their pleasure, and be personally impressed with its varied and truthful testimony. Bayard Taylor, when visiting the College in the spring of 1875, stated that "the Museum of Mount Union College is among the best I have ever visited anywhere,

and the natural Specimens are the most select and valuable I have seen in any country."

Its history, with a description of its cabinets, galleries and generic specimens, will be given to the public upon the completion of the necessary museum buildings, the representative specimens being extensive and valuable — worth over a quarter million dollars — and eminently useful and interesting to students pursuing any course of study. Additions are made to it almost daily, both by donation and purchase. Arrangements have been effected with responsible agents and naturalists, in nearly every portion of the globe, through whom to obtain, as needed, the rarest and most valuable Specimens.

This Museum, embracing mineralogical, geological, botanical and zoological Cabinets, and historical, ethnical, industrial and fine-art Galleries, with cosmic Specimens, is at present classified as follows :—

I. MINERALOGY.—The Cabinet of Minerals embrace several thousand specimens, procured from nearly all parts of America and Europe, illustrative of the various formations, classes and species of the Mineral Kingdom. The native ores of the metals, and of the forms they assume under the processes of manufacture, are becoming well represented in this Cabinet. This collection has also been enriched by deposits from the *Smithsonian Institution*.

II. GEOLOGY.—The Geological Cabinets are extensive, and embrace a great variety of *Flora* and *Fauna*, from the dawn of vegetable and animal life. There are numerous Specimens from the *Mesozoic* formation of Central Europe; also a large number from the *Paleozoic* and *Cenozoic* formations. The collection of natural fossils, though large, is supplemented and rendered complete by the late addition of a very valuable series of Casts, prepared by Prof. Henry A. Ward, A. M., of Rochester, N. Y., embracing all the extinct species of animals.

Among these, including his entire College Series, the following are contained: The *Glyptodon*, from near Montevideo, South America, a fossil edentate allied to the Armadillos, eleven feet in length, with the tessellated trunk armor nine feet across, weighing probably, when living, more than five thousand pounds; the *Plesiosaurus Cramptoni*, a reptile found near Whitby, England, twenty-three feet in length, and twelve and one-half in breadth; the *Megatherium Cuvieri*, a gigantic Sloth found near Buenos Ayres, South America, eighteen feet in length and over eight in height, weighing when living probably not less than nine thousand pounds; the *Dinotherium Giganteum*, and the MASTODON GIGANTEUS, monster fossils of Europe and America; the COLOSSOCHELYS ATLAS, a huge



tortoise of India, weighing, in life, some four thousand pounds; skull and tusks of the *Elephas Ganesa*, the largest extinct species of elephant, its tusks being over eleven feet long, and over two feet in circumference at the base; *Pterodactyl*, *Megalosaurus*, *Iguanodon*, *Labyrinthodon*, *Ichthyosaurus*, *Plesiosaurus*, and several hundred others of these wonderful fossil animals of Geological times.

Economic Geology also is represented by a large number of specimens illustrating Agriculture, Mining and Metallurgy.

III. BOTANY AND AGRICULTURE.—The Botanical Cabinet contains choice and useful specimens, especially from Ohio and adjoining States; also rare specimens from foreign countries. Among the collections are truncheons of the varieties of wood growing in the United States, Mexico and other countries; textile fibres and various substitutes for cotton; seeds of native and cultivated plants, and seeds of cereals from the field and garden; also herbariums of plants, and specimens for illustrating the improvements in agriculture.

IV. ZOOLOGY.—The Zoological Collections embrace a great variety of very valuable Specimens in all the important divisions of the Animal Kingdom. The collection in Conchology and in Entomology are noticeably fine. For many years students and others have sent to the College skins of various animals, which have been preserved and mounted, in part, by the labors of Prof. Clarke. The last year has witnessed the addition of a very large number from all portions of the known world, so that the Zoological Collections of Mount Union College are among the very best in the United States, if not in any country. These animals are well mounted and present a fine appearance, admirably serving the ends of Education.

Among them are the following: The Gorilla, from Gaboon River, Africa, very rare and valuable, the only genuine, perfect, adult specimen in the United States, measuring over four feet around the chest, and more than eight in stretch of arms; the Chimpanzee, Western Africa, not so large, formidable or human-like as the Gorilla; African Ostrich, old, young and eggs; Leopards, Bears—Grizzly, Polar, American, E. Indian and Bornean; Monkeys from the highest to the lowest species; Wild Boar, France; Kangaroos, South Australia; Lions, South Africa; Antelope; Rhinoceros—Indian, very large; Tapir; Sharks; Hyena; Whale—old and young; Crocodiles from the Nile and Ganges; Ornithorhynchus, Australia; Armadillo, S. America; Elephant, Ceylon; Wild Cats; Cassowary, Asia; Sea Elephant, Australia;



Giraffe, Africa; Bengal Tiger: Baboons; Boa, S. A.; Sawfish; Toucan, S. America; Lyre-Bird, Australia; Albatross, Pacific Ocean; Flying-fish; Porcupine Fish, West Indies; Sturgeon; Porpoise; Salamander, Saxony; Java or Musk Deer; Flamingo, S. Europe; Trogon, Guatemala; Rhinoceros Horn Bill, Tropics; Pheasants—Golden, Silver, China; Reeves Pheasant, Asia; Bird of Paradise, New Guinea; Reindeers, Lapland and America; Alligator, Mississippi River; Monitor, Nile River; Chameleon, Nubia, Africa; Peccary, S. A.; Jamaica Turtle; South African Hartebeest; Indian Golden Leopard; Indian and American Panthers; Buffalo; Glutton, Sweden; Nilghau (old and young), India; Echidna, Australia; Llama (old and young), S. A.; Silky and Giant Ant Eater, S. A.; Zebra, Africa; Storks, Egyptian and European; Swans; Capybara, S. A.; Elks; Arctic Fox, Spitzbergen Island; Black Lynx; Guereza, Abyssinia; Bearded Saki; S. American Ostrich; Rocky Mountain Sheep; Sloth, Brazil; Ape, E. India; Rhesus, Barbary States; Squirrels—Australian, Bornean, American; Macaw, Guinea; Parrots, W. Indies and S. A.; Cock of the Rocks, S. A.; Balloon Fish; Turbot; Porcupines, African and American; European Hedge-hog; Ruffled Lemur (lowest order of Monkeys), Madagascar; Plaice Fish; Eagles; Beaver; Wanderoo Monkey, India; African Scaly Manis; Flying Monkey (old and young); Agouti, Guiana; African Gazelle; Angora Goat, Asia; Australian Koala (old and young); Abyssinian Secretary Bird; Pyrenean and Abyssinian Vultures; Australian Emu; German Capercaille; South American Currasow; Italian Great Bustard; Cranes—Crowned, European, Sand-Hill, etc.; Egyptian Tantalus Ibis; South American Boat-bill Heron; Giant Petrel, South Pacific; Great Patagonian Penguin and Booby; Wolf Fish; Monster Sun Fish; Angler Fish; Tobacco Pipe Fish; Great Basking Shark (13 feet long); Wolf; East Indian Axis Deer (male and female); Egyptian Chamois; Sea Leopard, Pacific; Nova Scotia Moose; South African Great Twisted Horned Antelope; South African Brindled Gnu; Great Yak, Thibet; Orang-Outang, Borneo; Flying-monkey, young and old; Aard Vark, from South Africa; with many others of equal importance in teaching Science.

New and valuable specimens are constantly enriching this Zoological Museum, which already contains quite a number of important specimens not found in any other American Museum—over \$100,000 worth of rare and well mounted specimens from the animal kingdom having been added to this Collection within the past few months.

V. ETHNOLOGY AND ANTIQUITIES.—This part of the Museum is highly valuable in illustrating Classics, History and Geography, ancient and modern. A finely preserved Egyptian Mummy from the Catacombs of Thebes; relics of Egyptian customs and civilization, embracing Mummied Crocodiles, a Mummied Ibis, Hieroglyphs from Egyptian Temples, Rolls of Papyrus, Sacred Scarabæus, Wooden Idols, Painted Head-board of Coffin, etc.; Specimens from all parts of Europe; various articles of domestic and warlike use among the North American Indians, and the Islanders of the South Pacific; relics and memorials of peace and war in this and foreign countries, of great historical and classic value; coins of most European, and rare specimens from ALL countries; medals, ancient and modern; postage stamps and works of art of most civilized nations; also specimens illustrating the character of the ancient Greeks and Romans, so necessary to the understanding of their languages, customs and authors.

Many of these specimens, together with various others, were obtained by President Hartshorn during his late tour over Europe.

VI. FINE ART.—The Fine Art Gallery contains, besides original paintings, various copies of the great master-pieces of the modern painters, beginning with those prior to Raphael; also paintings of home execution, and a collection of over 2,500 engravings and photographic views of the most distinguished Statuary, Paintings, Architecture, Natural Scenery, and Portraits of notable Personages, from Rome, Athens, Pompeii, and the Fine Art Galleries of Europe.

Among the Collections of Paintings in this Gallery are the following: Christ and the Woman of Samaria at the Well, by Rubens; Magdalen, Titian; Classic Athenian Lady, from Reinhart's original copy, by L. S. Harrison; Original Portrait in Oil, by L. S. Harrison; Painting of Reinhart from marble medallion, by L. S. Harrison; various Paintings of Ohio Scenery, by L. S. Harrison; Scenery in Scotland, by L. S. Harrison; Madonna, Raphael; Beatrice de Cenci, Guido; Holy Family, Correggio; Ancient Portrait (artist unknown); Ancient Paintings on leather, wood and stone (authors unknown); also a collection of Medallions, Casts, Designs in Tapestry by Raphael, and other Art-relics, together with a large collection of Chromos of distinguished paintings in European Galleries.

This Gallery also contains various Plaster Statuary, among which are religious, antique, Roman, medieval and modern objects of statuary, including full-length statues, busts, antique torsoes, masks,

bass-reliefs, medallions, figures of animals, rounds, vases, pedestals, arms, hands, legs and feet of all sizes, positions and attitudes for designing purposes; also there are for beginners, elementary charts, and studies of hands, feet and faces, after drawings by the Old and Modern masters, with charts of plain geometrical problems, scales of proportions, etc., for students of Perspective, Mechanical and Architectural drawing.

VII. TECHNOLOGY AND INDUSTRIAL ARTS.—There are 1,030 Models from the Patent Office at Washington, illustrating the working of machinery in all departments of industry, making a collection highly interesting and useful in teaching mechanics and the various industrial pursuits of life.

In addition to these are diagrams, designs, charts and working plans, of practical value in teaching Architecture and Mechanics.

#### **Literary Societies—Y. M. C. Association.**

LITERARY SOCIETIES---There are two Literary Societies of the College, Republican and Linnæan, affording superior opportunities for culture in Composition, Debate, Literature, Public Speaking, Criticism, and Parliamentary Usage. Each has a well filled library, furniture, good piano and choir; each has also a finely furnished Hall, being probably the largest Literary Halls in this or any other country. These two Society Halls are easily opened into one Hall for large audiences of over two thousand persons. These Societies meet regularly each Friday evening during the term, to which meetings visitors are cordially invited.

Other literary associations and debating clubs are organized, as the wants of students demand. The members of each Literary Society pay a small term-fee to defray their own expenses. No literary society, club, secret association, or other organization of Students, may be formed, called or attended, without the consent of the Faculty,

Y. M. C. ASSOCIATION—There is connected with the Institution a voluntary Young Men's Christian Association, composed chiefly of students of the various evangelical denominations, who voluntarily become members and meet one hour each Tuesday evening, simply for Christian worship, without conforming to any particular form or creed. This Association welcomes to its meetings all young men and ladies who are in sympathy with Christian worship, Christian work and a Christian life.

# **Classifications of Students from 1858 to 1875.**

SCIENCE, LITERATURE & THE ARTS.									
Years.	Seniors.	Juniors.	Sophomores	Freshmen	Preparatory.	Normal.	Music.	Fine Art.	Commercial or Industrial.
1858	7	13	39	25	32	245	117	21	
1859	11	12	29	26	31	228	136	23	
1860	8	17	31	35	29	131	84	30	
1861	12	9	38	38	31	131	70	25	
1862	8	7	24	70	16	79	50	18	
1863	5	8	25	95	15	68	65	15	
1864	5	12	22	91	19	155	93	9	
1865	11	5	19	122	18	195	127	14	
1866	7	15	31	78	19	280	153	14	
1867	15	11	45	109	33	305	268	19	
1868	14	17	48	90	31	259	189	54	
1869	37	28	63	172	33	232	212	23	256
1870	53	33	86	222	39	195	255	47	283
1871	54	40	93	172	46	226	241	68	296
1872	37	35	66	182	50	140	281	34	301
1873	47	31	82	219	79	81	219	186	272
1874	53	32	49	177	78	154	225	187	232
1875	70	36	52	184	56	173	319	78	248
Totals	454	361	842	2107	655	3277	3104	865	1888

### **College Publications.**

The College has published, at sundry times, the following productions:—The Family and School Instructor, a monthly magazine of forty pages for the people, edited by O. N. Hartshorn; The Literary Advance, the Students' Magazine, edited by Professors Jas. A. Brush and T. Armstrong; Outlines of Mathematics, by Professor I. O. Chapman; Outlines of Music, by Professor G. W. Clark; Outlines of Book-Keeping and Actual Business, by Professor E. N. Hartshorn; the Statistics, Polity and Catalogues of the College.

Also, the College has published, in whole or in part, (in addition to Lectures by the Professors and non-resident Lecturers, or Alumni), fifty-six Addresses delivered by distinguished thinkers; among whom are the late Chief Justice Chase; Bishops Thomson, Kingsley, Clark, Simpson, Bowman, Harris and Haven; Judges Day and Bingham of Ohio, Agnew and White of Pennsylvania, and Stewart of Baltimore; Drs. Reed and Vincent of New-York, Dr. J. Tonner of Canton, and Dr. Courad of Philadelphia; Paul Du Shallou, Lewis Miller, Mrs. E. C. Stanton, J. H. Klippart, Ex-Governor Noys, and Bayard Taylor.

### **Educational Work done by the Professors other than by direct Teaching.**

Besides direct instruction to students in attendance in the classes, the Professors in the College have either published or have in preparation, various extended works, outlines or abridged treatises, on subjects of public interest. Among these are the following:—

German and French Grammars and Readers, by G. A. Scherf; English Grammar, Logic, and Supremacy of Law, by O. N. Hartshorn; Geometry, Trigonometry, Surveying, Physiology, and Language, by I. O. Chapman; Music, by G. W. Clark; Book-Keeping, Financial System, and Outlines of Business Education, by E. N. Hartshorn; Text-Book of Instrumental Music, by William Armstrong; three volumes of Vocal Music, by W. C. Webster; Various Periodical Literature and Editorial Correspondence, by O. N. Hartshorn, J. A. Brush and T. Armstrong. All of the Professors have frequently prepared and delivered public Lectures, on various subjects, before Institutes and popular assemblies.

Several highly valuable works have been prepared and published by non-resident Lecturers of the Faculty, among whom are William Hunter, T. W. Harvey, E. E. White, W. D. Henkle, and R. Johnson.



### Summary of Students by States.

Ohio, .....	8,433	England .....	6
Pennsylvania .....	1,929	Tennessee, .....	5
West Virginia, .....	1,349	Connecticut, .....	5
Indiana, .....	113	Massachusetts, .....	4
Illinois, .....	55	Colorado, .....	4
Iowa .....	33	Nebraska .....	3
New York .....	27	Arkansas .....	3
Virginia .....	25	Nova Scotia, .....	3
Michigan .....	23	Delaware .....	2
Kansas, .....	22	Ireland .....	2
Minnesota, .....	18	Scotland, .....	2
Kentucky .....	17	Utah .....	2
Missouri, .....	16	Canada .....	2
New Jersey, .....	13	Oregon .....	2
Maryland, .....	10	Maine .....	1
California, .....	8	Texas .....	1
Rhode Island, .....	8	Indian Territory, ...	1
Wisconsin, .....	8		
Total .....			12,155

### Vocation of Alumni and Former Students.

The Alumni and former Students of the College, so far as at present known, are engaged as follows :—

Teachers, .....	5,137
Merchants .....	2,125
Agriculturists .....	2,115
Clergymen .....	725
Manufacturers .....	415
Physicians .....	254
Lawyers .....	237
Editors .....	64
Surveyors and Civil Engineers .....	58
Telegraphers .....	43
Bankers .....	21

### BOARD OF TRUSTEES.

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I. O. CHAPMAN, Secretary.	
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## **The College Faculty.**

O. N. HARTSHORN, LL. D.,  
President, and Jacob Miller-Professor of Moral and Mental Philosophy.

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Vice President, and Aultman-Professor of Mathematics and Civil Engineering.

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Secretary, and Professor of the Latin and Greek Languages and Literature,  
Zoology and Botany.

E. N. HARTSHORN, A. M.,  
Professor of Commercial Science, Finance, Banking and Actual Business,  
and Librarian.

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Lewis Miller-Professor of Philosophy and Astronomy.

JAMES A. BRUSH, A. M.,  
Professor of Natural Science, Didactics, Logic and Literature.

C. F. STOKEY, A. M.,  
Professor of the German and French Languages and Literature.

GEO. W. WAUGHOP, Ph. B.,  
Professor of the Languages and Natural Science.

T. ARMSTRONG, B. C. S., A. M.,  
Professor of Penmanship and Physiology.

WILLIAM ARMSTRONG,  
Professor of Instrumental Music, Special Voice Culture, Harmony and  
Musical Composition.

W. C. WEBSTER,  
Professor of Vocal Music, Chorus Singing, Art of Teaching, Harmony and  
Composition.

L. S. HARRISON,  
Professor of Designing, Landscape, Portrait and Figure Painting and  
Artistic Anatomy.

H. D. GOULD, B. C. S.,  
Professor of Book-Keeping, Commercial Calculations and Correspondence  
and Phonetics.

MRS. AGNES JOHNSON, M. D.,  
Lecturer on Physiology.

REV. WILLIAM HUNTER, D. D.,  
Lecturer on Sacred Literature.

HON. E. E. WHITE, A. M.,  
Lecturer on Industrial Education.

HON. T. W. HARVEY, A. M.,  
Lecturer on School Management.

HON. W. D. HENKLE, A. M.,  
Lecturer on School Organization.

R. JOHNSON, B. C. S., A. M.,  
Lecturer on Business and Commercial Ethics.

HON. J. W. F. WHITE, LL. D.,  
Lecturer on Commercial Law.

GEN. M. D. LEGGETT,  
Lecturer on Business Habits.

MRS. PROF. I. O. CHAPMAN,  
Preceptress of Ladies' Department.

B. U. JACOB, A. M.,  
Curator of Museum.

# NORTHWESTERN OHIO NORMAL SCHOOL.

## LOCATION.

The Northwestern Ohio Normal School is located in the village of Ada, Hardin County, Ohio, on the Pittsburgh, Ft. Wayne and Chicago Railway, midway between the intersections of the D. and M. R. R., at Lima, and the C. S. & C. R. R., at Forest. The village of Ada is situated in a healthy country on the watershed dividing the waters flowing into the Gulf from those emptying into the Great Lakes. The country in the immediate vicinity and for many miles in every direction is very fertile, and under a high state of cultivation. The population is composed, almost entirely, of native born Americans. The inhabitants are generally moral, opposed to saloons and their concomitants. The village, being small, numbering about 1,800 inhabitants, is free from many of the vices so prevalent in our large cities. The facilities for cheap boarding are good, and, all things considered, the advantages for obtaining a practical education are excellent.

## ORIGIN.

In the spring of 1866, H. S. Lehr, the present Principal of the Institution, came to the village of Ada, then called Johnstown, and made the following proposition to the School Board: That he be paid \$60 per month for the first year's work, and allowed the use of the school building for select schools when not in use for public school purposes, and that, should he prove successful in procuring foreign scholars, the citizens of the town and vicinity should assist him in erecting buildings suitable for a Normal School. In a short time the limits of the old frame school house were outgrown, and a commodious brick building was erected; wages were increased commensurate with the prosperity of the school,

and the school kept on increasing, when, after teaching four years, in the fall of 1870, the foreign students amounted to 120, and the new school house was found too small. The propitious time for asking the citizens for the promised help seemed to have arrived. A meeting of the citizens was called, and the following proposition was made for their consideration: That H. S. Lehr would furnish \$3,500 toward the erection of a Normal School building, if they would furnish \$4,000 and donate three acres of ground, suitable for the location of the building. They accepted the proposition, but instead of \$4,000 they raised about \$6,000. They now requested him to swell his part of the contract, but not being able to comply, he associated with himself two partners, J. G. Park and B. F. Niesz. The building was at once commenced, and in the fall of 1871 was sufficiently far advanced in construction to admit of dedication, and the school was formally opened August 11, 1871. The enrollment for the first term was 147.

*First Faculty*—H. S. Lehr, A. M., President; B. F. Niesz, B. S., Vice President; J. G. Park, Secretary; Theodore Presser.

#### PROGRESS AND VICISSITUDES OF THE INSTITUTION.

The enrollment of the first term was 147, but the second or winter term was much smaller. The first year the High School scholars of the Union School attended the Normal School, which increased the enrollment and helped the finances. The school did not grow much the second year, for various reasons: 1st. The building and the furnishing of the house involved the Faculty to a considerable extent, and therefore they were not able to advertise. 2d. The citizens failed to pay their subscription according to agreement, which gave the contractors an excuse for not completing the building according to contract. The roof being deficient, afforded an opportunity for litigation between the Faculty and the Board of Trustees, who represented the citizens' capital in the building. At the end of the second year, a settlement was made between the Faculty and Trustees, and the

building was fully repaired and completed by the Faculty. Ever since, the growth has been constant, and the ratio of increase has been 10 to 40 per cent. on each preceding corresponding term. About this time, another partner, Lewis Rutledge, was added to the firm. He purchased the half interest of H. S. Lehr. In the spring of 1875, B. F. Niesz sold his interest to J. J. Wood. In the fall of 1875 the Normal School, known as the Northwestern Normal School, located at Fostoria, Ohio, under the supervision of J. Fraise Richard, was consolidated with this school, and both schools are now known by the name of Northwestern Ohio Normal School, and under the auspices of H. S. Lehr. About the 20th of December, 1875, one of the members of the Faculty, G. W. Rutledge, successor of Lewis Rutledge, made a proposition to the citizens of Ada, that if they would donate \$6,000, he would erect a building suitable for a musical conservatory, to cost not less than \$25,000. The amount of money was pledged, and the building will be completed about January, 1877.

#### METHOD OF ORGANIZATION.

The Institution is owned by the Faculty, and is under the immediate control of the same, both as regards its finances and also as regards its government.

There are three courses of study: Normal or Teachers'; Scientific and Classical. There are special courses for Commercial Science and Music.

#### FACILITIES.

The school is well supplied with maps, charts, cabinets and libraries. There are two Literary Societies in connection with the school, each of which has a large and well selected library which supplies the students with all necessary miscellaneous reading. There is also a library in connection with the school, consisting of text-books, works on Theory and Practice of Teaching, Statistics, etc. The text-books are rented to students, while all others are free.



## GRADUATES.

*Whole number of Graduates*—Males, 14; females, 9; total, 23. Of this number the following are employed as teachers: J. W. Zeller, Superintendent, DeGraff, Ohio; C. W. Butler, Superintendent, Plymouth, Ohio; O. P. Wilson, teacher N. W. O. N. S.; Mollie Schoonover, teacher N. W. O. N. S.; S. P. Gray, Superintendent—California; Lottie Bloom, teacher of High School, Plymouth, Ohio; Mettie Ferrall, teacher, Bluffton, Ohio; G. W. Rutledge, teacher N. W. O. N. S.; R. C. Eastman, Superintendent, West Newton, Ohio; A. C. Pierson, teacher, Kenton, Ohio; A. D. Snively, teacher, West Lebanon, Ind.; W. D. Woodward, teacher of Penmanship N. W. O. N. S.; Sallie Lindsey, teacher, Marseilles, Ohio; U. R. Niesz, teacher, Kentland, Indiana; E. L. Sinclair, teacher, Partello, Michigan; Anna Stayner, teacher, Wyandot County, Ohio; Mollie McNERNEY, teacher, Auburn, Indiana; J. M. Reid, Superintendent, North Manchester, Indiana; Ollie Dobbins, teacher Union School, Ada, Ohio; Sue Fogle, teacher, Franklin county, Ohio. Occupation of others not known.

The average attendance the last year was 176.

## FINANCIAL SUPPORT.

The Institution has no financial support excepting the tuition received from its students, and voluntary contributions from the citizens of Ada for library and apparatus. The income for the last fiscal year was about \$4,700 tuition; donations, \$600; total \$5,300.

*Trustees*—H. S. Lehr, A. M., President and Treasurer; J. G. Park, Secretary; G. W. Rutledge and J. J. Wood.

*Present Corps of Instructors*—H. S. Lehr, Principal; J. G. Park, Secretary; G. W. Rutledge, Mollie Schoonover, J. Fraise Richard, Mrs. Emma D. Richard, O. P. Wilson, W. D. Woodward, C. E. Rowley and Mrs. Hattie Rowley.

## OHIO AGRICULTURAL AND MECHANICAL COLLEGE.

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The history of this institution is embraced within quite narrow limits.

On July 2d, 1862, the Congress of the United States passed an act donating lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts. The act is as follows :

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That there be granted to the several States, for the purposes hereinafter mentioned, an amount of public land, to be apportioned to each State, a quantity equal to thirty thousand acres for each Senator and Representative in Congress to which the States are respectively entitled by the apportionment under the census of eighteen hundred and sixty: Provided, that no mineral lands shall be selected or purchased under the provisions of this act.

SEC. 2. *And be it further enacted,* That the land aforesaid, after being surveyed, shall be apportioned to the several States in sections, or subdivisions of sections not less than one quarter of a section; and whenever there are public lands in a State subject to sale at private entry at one dollar and twenty-five cents per acre, the quantity to which said State shall be entitled shall be selected from such land within the limits of such State; and the Secretary of the Interior is hereby directed to issue to each of the States in which there is not the quantity of public lands subject to sale at private entry at one dollar and twenty-five cents per acre, to which said State may be entitled, under the provisions of this act, land scrip to the amount in acres for the deficiency of its distributive share, said scrip to be sold by said State, and the proceeds thereof applied to the uses and purposes prescribed in this act, and for no other use or purpose whatsoever: Provided, that in no case shall any State to which land scrip may be thus issued be allowed to locate the same within the limits of any other State or of any Territory of the United States; but their assignees may thus locate said land scrip upon any of the unappropriated lands of the United States subject to sale at private entry at one dollar and twen-

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## OHIO AGRICULTURAL AND MECHANICAL COLLEGE.

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*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That there be granted to the several States, for the purposes hereinafter mentioned, an amount of public land, to be apportioned to each State, a quantity equal to thirty thousand acres for each Senator and Representative in Congress to which the States are respectively entitled by the apportionment under the census of eighteen hundred and sixty: Provided, that no mineral lands shall be selected or purchased under the provisions of this act.

SEC. 2. *And be it further enacted,* That the land aforesaid, after being surveyed, shall be apportioned to the several States in sections, or subdivisions of sections not less than one quarter of a section; and whenever there are public lands in a State subject to sale at private entry at one dollar and twenty-five cents per acre, the quantity to which said State shall be entitled shall be selected from such land within the limits of such State; and the Secretary of the Interior is hereby directed to issue to each of the States in which there is not the quantity of public lands subject to sale at private entry at one dollar and twenty-five cents per acre, to which said State may be entitled, under the provisions of this act, land scrip to the amount in acres for the deficiency of its distributive share, said scrip to be sold by said State, and the proceeds thereof applied to the uses and purposes prescribed in this act, and for no other use or purpose whatsoever: Provided, that in no case shall any State to which land scrip may be thus issued be allowed to locate the same within the limits of any other State or of any Territory of the United States; but their assignees may thus locate said land scrip upon any of the unappropriated lands of the United States subject to sale at private entry at one dollar and twen-

ty-five cents per acre; and provided further, that no more than one million acres shall be located by such assignees in any one of the States; and provided further, that no such location shall be made before one year from the passage of this act.

SEC. 3. *And be it further enacted*, That all the expenses of management, superintendence, and taxes, from date of selection of said lands, previous to their sales, and all expenses incurred in the management and disbursement of the moneys which may be received therefrom, shall be paid by the States to which they may belong, out of the treasury of said States, so that the entire proceeds of the sale of said lands shall be applied without any diminution whatever to the purpose hereinafter mentioned.

SEC. 4. *And be it further enacted*, That all moneys derived from the sale of lands aforesaid by the State to which the lands are apportioned, and from the sales of the land scrip hereinbefore provided for, shall be invested in stocks of the United States, or of some other safe stocks, yielding not less than five per centum upon the par value of said stocks, and that the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished (except so far as may be provided in section fifth of this act), and the interest of which shall be inviolably appropriated by each State which may take and claim the benefit of this act to the endowment, support, and maintenance of at least one college, where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such a manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.

SEC. 5. *And be it further enacted*, That the grant of land and land scrip hereby authorized shall be made on the following conditions, to which, as well as to the provisions hereinbefore contained, the previous assent of the several States shall be signified by legislative act:

1st. If any portion of the fund invested, as provided by the foregoing section, or any portion of the interest thereon, shall, by any action or contingency, be diminished or lost, it shall be replaced by the State to which it belongs, so that the capital of the fund shall remain forever undiminished, and the annual interest shall be regularly applied without diminution to the purposes mentioned in the fourth section of this act, except that a sum not exceeding ten per centum upon the amount received by any State under the provisions of this act may be expended for the purchase of lands for sites or experimental farms whenever authorized by the respective Legislatures of said States.

2d. No portion of said fund, nor the interest thereon, shall be applied,



directly or indirectly, under any pretense whatever, to the purchase, erection, preservation, or repair of any building or buildings.

3d. Any State which may take and claim the benefit of the provisions of this act shall provide within five years at least not less than one college as described in the fourth section of this act, or the grant to such State shall cease, and said State shall be bound to pay the United States the amount received of any lands previously sold, and that the title to purchase under the State shall be valid.

4th. An annual report shall be made regarding the progress of each college, recording any improvements and experiments made, with their costs and results, and such other matters, including State industrial and economical statistics as may be supposed useful; one copy of which shall be transmitted by mail, free, by each to all other colleges which may be endowed under the provisions of this act, and also one copy to the Secretary of the Interior.

5th. When lands shall be selected from those which have been raised to double the minimum price, in consequence of railroad grants, they shall be computed to the States at the maximum price, and the number of acres proportionally diminished.

6th. No State while in condition of rebellion or insurrection against the government of the United States shall be entitled to the benefits of this act.

7th. No State shall be entitled to the benefits of this act unless it shall express its acceptance thereof by its Legislature within two years from the date of its approval by the President.

SEC. 6. *And be it further enacted*, That land scrip issued under the provisions of this act shall not be subject to location until after the first day of January, one thousand eight hundred and sixty-three.

SEC. 7. *And be it further enacted*, That the land officers shall receive the same fees for locating land scrip issued under the provisions of this act as are now allowed for the location of military bounty land warrants under existing laws: Provided, their maximum compensation shall not be thereby increased.

SEC. 8. *And be it further enacted*, That the governors of the several States to which scrip shall be issued under this act shall be required to report annually to Congress all sales made of such scrip, until the whole shall be disposed of, the amount received for the same, and what appropriation has been made of the proceeds.

On February 9th, 1864, the General Assembly of the State of Ohio passed an act to accept the grant conveyed in the

act above given, the essential portions of which are contained in the following words :

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That the assent of the State is hereby signified to the aforesaid act of Congress, and to all the conditions and provisions therein contained ; and the faith of the State of Ohio is hereby pledged to the performance of all such conditions and provisions.

Governor John Brough, in his annual message, delivered in January, 1865, announced that certificates of scrip for 630,000 acres of land had been received and placed in the State Treasury.

On the 13th of April, 1865, the General Assembly of the State passed an act providing : 1st, for the sale of the land scrip by a board of commissioners, consisting of the Auditor, Treasurer, and Secretary of State ; and 2d, for the appointment of five commissioners who should report to the Governor, by the 1st of December, 1865, their opinion as to the proper location of the college or colleges to be established upon the land grant, together with a detailed plan for the organization of said college or colleges. The action taken under this legislation in reference to the sale of the land scrip will be treated first.

By the terms of the act, the land-scrip commissioners were authorized and directed to invite proposals for the purchase of said scrip, and effect sales of the same, with the restrictions that no proposal should be received for less than one hundred and sixty acres, nor for a rate less than eighty cents per acre. In a report to the Governor, dated December 20th, 1865, the commissioners announce the sale of scrip for 11,360 acres, and declare their opinion that, unless greater powers should be conferred upon them, the scrip of Ohio would not all be sold in less than ten years, as other States were selling similar scrip below the minimum price to which they were confined.

In accordance with this suggestion and these facts, the

Legislature passed an act on April 5th, 1866, to amend the act aforesaid, so as to remove the restriction of a minimum price of eighty cents per acre; and on December 10th of the same year the commissioners reported to the Legislature the sale of all the scrip, the great bulk of it being sold at fifty-three cents per acre. The total proceeds of the sales were \$342,450.80. This sum was paid into the State Treasury during 1866 and 1867, and interest on it was computed from the date of payment at six per cent.

The commissioners appointed to report upon the location and organization of the college or colleges to be established were Darwin Gardiner, David Taylor, Peter Thatcher, C. L. Poorman, and Miles Greenwood. In June, 1865, they received propositions, in regard to the location of the College, from Miami University, Oxford, and Farmers' College, near Cincinnati, and in October similar proposals from Mt. Union College, from the village of Kent, and the town of Worthington.

On the first of December, 1865, in accordance with the requirements of the act under which they were appointed, they made their report to Governor Anderson. Two reports, in fact, were presented. The majority report, signed by four of the commissioners, recommended that the land scrip, or the funds arising from its sale, should be equally divided, and that half should be devoted to the reorganization of Miami University, so that its courses of study should be brought into harmony with the terms of the congressional grant, and that the other half should be devoted to the endowment of a college in the northern part of the State in the interests of agriculture and the mechanic arts. The minority report, presented by Miles Greenwood, recommended the acceptance of the proposition of Farmers' College. Neither report was adopted by the Legislature.

From the time when the State accepted the land grant, the use to be made of the funds resulting from it was the

subject of earnest and prolonged discussion in the Legislature, by the press, and throughout the State at large. A division of the fund among colleges already established in the State was strenuously urged by many, and as strenuously opposed by more. The State Board of Agriculture, especially, labored actively and persistently to prevent any such division.

The efforts to secure a division were gradually abandoned, as it came to be seen that public sentiment demanded the establishment of an institution unfettered by tradition, and different in character from any at the time existing in the State. By the end of the year 1867, at least, it was generally conceded that a separate and independent college must be established upon this fund.

This fund is the financial basis of the present College. It has been augmented by about forty-seven per cent. of itself through the additions of interest, simple and compound, until at the opening of the institution in 1873 it amounted to \$500,000. Its security is established by its being made a part of the irreducible debt of the State. The rate of interest which it bears is six per cent.

After the selling of the land scrip, the location and plan of organization of the future College received the prolonged attention of successive Legislatures.

On March 7, 1868, a joint resolution was introduced into the House of Representatives, which was subsequently passed, appointing a joint committee from the Senate and the House of Representatives, with authority to receive propositions for the location of the College, and to report the same to the Legislature. The committee, at the ensuing session, reported propositions for location from Worthington, Wooster, Oxford, Urbana, London, and Newark, with liberal offers of donations of land and money from each of the competing towns. Majority and minority reports were brought in, the former recommending the acceptance of the proposition of Urbana, and the latter of Wooster.

Neither report secured favorable action in the Legislature. Various attempts to settle the questions involved were afterwards made without success, until, in March 22, 1870, the following bill was passed by the Legislature, the date of which may be taken as the initial date of the present institution :

AN ACT to establish and maintain an Agricultural and Mechanical College in Ohio.

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That a College, to be styled the Ohio Agricultural and Mechanical College, is hereby established in this State, in accordance with the provisions of an act of Congress of the United States, passed July 2, 1862, entitled "An act donating public lands to the several States and Territories which may provide colleges for the benefit of agricultural and mechanic arts," and said college to be located and controlled as hereinafter provided. The leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agricultural and mechanic arts.

SEC. 2. The government of said College shall be vested in a Board of Trustees, to consist of one from each Congressional District of this State, who shall be appointed by the Governor, by and with the advice and consent of the Senate. The President of the State Board of Agriculture will be *ex-officio* member of said Board.

SEC. 3. The members of the Board of Trustees, and their successors, shall hold their office for the term of six years each: Provided, that at the first regular meeting of said Board the said members shall determine, by lot, so that as nearly as may be one-third shall hold their office for two years, one-third for four years, and one-third for six years, from the date of the first meeting of the Board, or until their successors are appointed and qualified. In case a vacancy occur by death, resignation, or otherwise, the appointment shall be for the unexpired term. The Trustees shall receive no compensation for their services, but shall be entitled to reasonable and necessary expenses while in the discharge of their official duties.

SEC. 4. The Trustees and their successors in office shall be styled the "Board of Trustees of the Ohio Agricultural and Mechanical College," with the right, as such, of suing and being sued, of contracting and being contracted with, of making and using a common seal, and altering the same at pleasure.

SEC. 5. The Board of Trustees shall have power to adopt by-laws



rules and regulations for the government of said College, to elect a president, to determine the number of professors and tutors, elect the same, and fix their salaries. They shall also have power to remove the president, or any professor or tutor, whenever the interests of the College, in their judgment, shall require; to fix and regulate the course of instruction, and to prescribe the extent and character of experiments to be made.

SEC. 6. The Board of Trustees shall annually appoint an Executive Committee of not less than three of their own members, who, when said Board is not in session, shall have the management and control of the affairs of said College, under the direction of the Board, and shall furnish a full report of their proceedings at every regular meeting of the Board, and at such other times as the Board may direct.

SEC. 7. The College shall be open to all persons over fourteen years of age, subject to such rules and regulations, and limitations as to numbers from the several counties of the State, as may be prescribed by the Board of Trustees: Provided, that each county shall be entitled to its just proportion, according to its population. The Board may provide for courses of lectures, either at the seat of the College or elsewhere in the State, which shall be free to all.

SEC. 8. The Board of Trustees shall have the general supervision of all lands, buildings, and other property belonging to said College, and the control of all expenses therefor: Provided, always, that said Board shall not contract any debt not previously authorized by the General Assembly of the State of Ohio.

SEC. 9. The Board of Trustees shall annually elect one of their number chairman, and in the absence of the chairman shall elect one of their number temporary chairman, and shall have power to appoint a secretary, treasurer, and librarian, and such other officers as the interests of the College may require, who may or may not be members of the Board, and shall hold their offices for such term as said Board shall fix, subject to removal by said Board, and shall receive such compensation as the Board shall prescribe. The treasurer shall, before entering upon the duties of his office, give bond to the State of Ohio in such sum as the Board may determine, which bond shall not be for a less sum than the probable amount that will be under his control in any one year, conditioned for the faithful discharge of his duties and the payment of all moneys coming into his hands, said bond to be approved by the Attorney-General of the State.

SEC. 10. The Board of Trustees shall have power to secure a collection of specimens in mineralogy, geology, zoology, botany, and other specimens pertaining to natural history and the sciences; and it shall be the duty of the Chief Geologist of the State to collect and deposit in such place as

the Trustees may direct a full and complete set of specimens, as collected by him or his assistants, for the benefit of said College. The Board shall make provision for a library, apparatus, and arms and accoutrements, and for increasing and preserving the same.

SEC. 11. The Board of Trustees shall have power to receive and hold in trust, for the use and benefit of the College, any grant or devise of land, and any donation or bequest of money or other personal property, to be applied to the general or special use of the College. All donations or bequests of money shall be paid to the State Treasurer, and invested in the same manner as the endowment fund of the College, unless otherwise directed in the donation or bequest.

SEC. 12. The first meeting of the members of the Board shall be called by the Governor as soon after the appointment of said Board as he may deem advisable, to be held at Columbus, Ohio. All succeeding meetings shall be called in such manner as said Board may prescribe: said Board shall meet at least once annually at the College building. A majority of the Board of Trustees shall constitute a quorum to do business: Provided, it shall require a majority of all the Board to elect or remove a president or professor.

SEC. 13. The title for all lands for the use of said College shall be made in fee simple to the State of Ohio, with covenants of seizin and warranty; and no title shall be taken to the State for purposes aforesaid until the Attorney-General shall be satisfied that the same is free from all defects and incumbrances.

SEC. 14. The Board of Trustees shall cause a report to be made annually to the Governor of the condition of said College, the amount of receipts and disbursements, and for what the disbursements were made; the number of professors, teachers, and other officers, and the position and compensation of each; the number of students in the several departments and classes, and the course of instruction pursued in each; also, an estimate of the expenses of the ensuing year; a full transcript of the journal of the proceedings of the Board for the past year; the progress of said College, recording any improvements and experiments made, with their cost, and the results, and such other matters as may be supposed useful. One copy, when printed and bound, shall be transmitted by mail, free, to all other colleges which may be endowed under the provisions of said act of Congress, and also one copy to the Secretary of the Interior.

SEC. 15. The Attorney-General of the State shall be the legal adviser of said Board of Trustees, and he shall institute and prosecute all suits in behalf of the same, and shall receive the same compensation therefor as he is entitled to by law for suits brought in behalf of the asylums of the State.

SEC. 16. All funds, together with the interest now accumulated thereon, derived from the sale of land scrip issued to the State of Ohio by the United States in pursuance of the act of Congress aforesaid, shall be invested in registered bonds of the State of Ohio, or of the United States, by the authority now having control of the same; which bonds shall be and remain in the custody of the State Treasurer intact, unless one-tenth shall be appropriated by the General Assembly for the purchase of land, as provided in the act of Congress, who shall pay over the income thereof as it may accrue to the treasurer of said College, upon the order of the Auditor of State, made upon the requisition of the Board of Trustees, to be by the Board of Trustees appropriated to the endowment, support, and maintenance of the College, as provided in the act of Congress as aforesaid.

SEC. 17. It shall be the duty of the Board of Trustees to permanently locate said Agricultural and Mechanical College upon lands (not less than one hundred acres) which in their judgment is best suited to the wants and purposes of said institution, the same being reasonably central in the State, and accessible by railroad from different parts thereof, having regard to the healthiness of location, and also regarding the best interests of the College in the receipt of moneys, lands, or other property donated to said College by any county, town, or individual, in consideration of the location of said College at a given place: Provided, it shall require a three-fifths vote of the Trustees to make said location; and provided further, that said location shall be made on or before the 15th day of October, 1870; provided further, that any person acting as a trustee, who shall accept or receive, directly or indirectly, any sum or amount from any person or persons, to use their influence in favor of the location of said College at any particular point or place, shall be held to be guilty of a misdemeanor, and on conviction thereof by any court of competent jurisdiction, shall be fined in any sum not less than one thousand nor more than ten thousand dollars; provided further, that in the location of said College the said Trustees shall not in any event incur any debt or obligation exceeding forty thousand dollars: and if, in their opinion, the interests of the College can not be best promoted without a larger expenditure for the location than that sum, then they may delay the permanent location of the same until the third Monday of January, 1871, and report their proceedings and conclusions to the General Assembly; provided further, that said College shall not be located until there are secured thereto, for such location, donations in money or unincumbered lands at their cash valuation, whereon the College is to be located, or in both money and such lands, a sum equal to at least one hundred thousand dollars.

SEC. 18. This act shall take effect and be in force from and after its passage.

Under this act a board of nineteen Trustees was appointed by Governor R. B. Hayes, and his appointments were confirmed by the Senate. The following gentlemen composed the Board, arranged in the order of their Congressional Districts:

AARON F. PERRY .....	First	District.
JOSEPH F. WRIGHT .....	Second	"
RICHARD C. ANDERSON .....	Third	"
WILLIAM B. MCCLUNG .....	Fourth	"
WILLIAM SAWYER .....	Fifth	"
JAMES M. TRIMBLE .....	Sixth	"
JOSEPH SULLIVANT .....	Seventh	"
THOMAS C. JONES .....	Eighth	"
WARREN P. NOBLE .....	Ninth	"
JAMES W. ROSS .....	Tenth	"
RALPH LEETE .....	Eleventh	"
DANIEL KELLER .....	Twelfth	"
MARVIN M. MUNSON .....	Thirteenth	"
NORTON S. TOWNSHEND .....	Fourteenth	"
VALENTINE B. HORTON .....	Fifteenth	"
JOHN C. JAMISON .....	Sixteenth	"
CORNELIUS AULTMAN .....	Seventeenth	"
JOHN R. BUCHTEL .....	Eighteenth	"
HENRY B. PERKINS .....	Nineteenth	"

The Board held its first meeting in Columbus on May 11, 1870, and effected a permanent organization by the election of Valentine B. Horton, President, R. C. Anderson, Secretary, and Joseph Sullivant, Treasurer.

By a legislative act, passed April 18, 1870, the several counties of the State were authorized to raise money to secure the location of the College. On June 4 of the same year the Executive Committee of the Board of Trustees issued an address to the people of the State, prepared by Hon. V. B. Horton, President of the Board, and chairman of said committee, setting forth the aims, purposes, and wants of the Ohio Agri-

cultural and Mechanical College, and inviting the citizens of the State, through their counties, to raise the necessary funds for providing land, buildings, and outfit for the College.

The following named counties competed for the location under the above act: Champaign, Clarke, Franklin, Montgomery.

Champaign county offered \$200,000, in 8 per cent. county bonds; Clarke offered the same amount; Franklin offered \$300,000, in 7 per cent. bonds, and Montgomery offered, by pledges of several of her prominent citizens, \$400,000, in 8 per cent. bonds. After prolonged and thorough discussion, the proposition of Franklin county was accepted, and on October 13, 1870, the College was located within the limits of the city of Columbus, on a farm of about 317 acres of excellent land. The donation from Franklin county was increased by contributions from citizens of Columbus, and by two of the railroads entering here, to the amount of about \$28,000. The railroad companies contributing were the Cleveland, Columbus and Indianapolis Railroad and the Pittsburgh, Cincinnati and St. Louis Railroad.

A site for a College building was selected, and architects were invited to furnish plans for such building. The plan prepared and offered by Mr. Jacob Snyder, of Akron, was finally adopted, and the building was put under contract, to be completed in 1872, at a cost of \$112,450. A boarding-hall and dormitory was also ordered, at an estimated cost of \$20,000, at a somewhat later date. A second dormitory, providing accommodations for twenty students who may desire to board themselves, has been since erected.

The character of the College building can be learned from the following description by the architect:

The Agricultural and Mechanical College of Ohio is designed, when completed, to be a three-story building, besides the basement and attic, and is to be of brick with stone dressings, above the basement story. The latter is to be entirely of stone, elevated seven feet nine inches from the grade line, thus admitting ample light to accommodate the lower



apartments. The attic story extends partly into the roof space, and is well lighted by means of gable windows. The plan of the building is made up of a central building having two connecting and two terminal wings. The central building is sixty-seven feet front by one hundred and nine feet deep, including the projection of the main tower on the front, which is eight feet from the face of the front wall. The main tower has a base of twenty-one feet six inches square besides the projections of buttresses, and a height of one hundred and four feet to the top of crown. The central building is flanked by the two connecting wings, which are forty-one feet front by fifty-eight feet deep. The height of the connecting and terminal wings, except their roofs, is equal, and from grade line to top of crown is fifty-four feet and nine inches. The height of the central building from corresponding points is fifty-eight feet three inches. The front portion of central wing, on its first main floor, contains the office and reception room, the College library room, and their complemental apartments. The upper stories of this portion of the central building are to be occupied by recitation and professors' rooms.

The rear of the central building contains two large amphitheatres of fifty-one by sixty-seven feet, occupying the entire height of the three principal stories. The elevated roof of this portion of the building affords sufficient height to admit of two society halls in the attic, so arranged as to be used conjointly for the purposes of one large hall if desired. The connecting wings, besides their complemental apartments, contain professors' rooms in all their principal stories. The terminal wings have no divisions above the basement, the rooms being the entire size of the wings within their walls. They are designed to be used as recitation and work-rooms. The apartments of the basement not required for heating are designed to be used for purposes similar to those of the terminal wings.

The building, including the projections of the buttresses, has a frontage of two hundred and thirty-five feet, and will accommodate from four to five hundred students.

The dormitory and boarding-hall provides accommodations for seventy-five students.

The plan of study to be pursued in the College was made the subject of very earnest discussion in the Board of Trustees from the date of its organization. Quite divergent views were at first held by its different members, but on January 6, 1871, they united in adopting the general plan presented and advocated by Joseph Sullivant, Esq., of Columbus. This

plan had for its aim the establishment of a scientific school of a liberal character. The following departments were included in it :

1. Agriculture.
2. Mechanic Arts.
3. Mathematics and Physics.
4. Chemistry.
5. Geology, Mining, and Metallurgy.
6. Zoology and Veterinary Science.
7. Botany and Horticulture.
8. English Language and Literature.
9. Modern and Ancient Languages.
10. Political Economy and Civil Polity.

It was not designed in the action taken that these subjects should necessarily stand in the same connections in which they are here placed, but only that the general range of instruction thus indicated should be offered by the College. In point of fact, but few of the departments have been permanently established within the limits named above, but all of these subjects, and more, are now taught in the College, as will presently appear. To Mr. Sullivant was also assigned the equipment of laboratories and cabinets, a fund of \$25,000 being set aside for this general purpose, including the necessary furniture of the building. It is but justice to add that to his intelligent and unselfish interest the College owes a large debt, both for the breadth of its plan of organization and the equipment with which its departments have been supplied.

#### FACULTY.

The selection of a faculty commanded the early attention of the Board. On March 10, 1871, a virtual offer of the presidency of the institution was made to General Jacob D. Cox, of Cincinnati, but the offer was declined. The committee on Faculty next reported the name of Hon. James W. Patterson, formerly professor in Dartmouth College, and, at the time, representing New Hampshire in the Senate of the

United States, for this position. Mr. Patterson was elected to the office on October 10, 1872, but after holding the matter for some time under advisement, he also declined the appointment.

The following named gentlemen were elected professors at a meeting of the Trustees held on January 2, 1873:

THOMAS C. MENDENHALL, of Columbus, Professor of Physics and Mechanics.

SIDNEY S. NORTON, of Cincinnati, Professor of General and Applied Chemistry.

EDWARD ORTON, of Yellow Springs, Professor of Geology, Mining, and Metallurgy.

JOSEPH MILLIKIN, of Hamilton, Professor of English and Modern Languages.

W. G. WILLIAMS, of Delaware, Professor of Latin and Greek Languages.

At the same meeting of the Trustees, but at a somewhat later date, Norton S. Townshend, of Avon, was elected professor of Agriculture, he having previously resigned his position on the Board of Trustees to accept it.

Professors Mendenhall, Norton, Millikin, and Townshend accepted their appointments. Prof. Williams also signified his acceptance, but was subsequently released at the request of the Trustees of the Ohio Wesleyan University, with which he was at the time connected. Prof. Orton declined the professorship of Geology, but in April succeeding the presidency of the institution was offered to him, which he accepted in May.

During the summer of 1873, Prof. R. W. McFarland, of Oxford, was called to the professorship of Mathematics, and the subject of Civil Engineering was also assigned to his department.

Mr. John H. Wright, a recent graduate of Dartmouth College, was appointed assistant professor in the department of Languages, and to him were assigned all of the classes in Latin and Greek.

In January, 1874, Albert H. Tuttle was appointed by the Executive Committee to the chair of Zoology, and in June the appointment was confirmed by the Board. At the same time, Thomas Mathew, of Columbus, was appointed instructor in Drawing, freehand and mechanical, and also in Photography and Lithography. In June, 1875, William Colvin, of Cincinnati, was appointed professor of Political Economy and Civil Polity, and the Science of Accounts was also assigned to his department. Miss Alice Williams was, at the same time, made an assistant in the department of English and Modern Languages.

These appointments show the present constitution of the faculty. To recapitulate the facts already given, it consists at the present date of the following persons :

EDWARD ORTON, Ph. D., President and Professor, of Geology.

THOMAS C. MENDENHALL, B.Sc., Professor of Physics and Mechanics.

SIDNEY A. NORTON, A.M., M.D., Professor of Chemistry, General and Applied.

JOSEPH MILLIKIN, A.M., Professor of the English, French, and German Languages.

NORTON S. TOWNSHEND, M.D., Professor of Agriculture and Botany.

R. W. MCFARLAND, A.M., Professor of Mathematics and Civil Engineering.

ALBERT H. TUTTLE, M.Sc., Professor of Zoology and Comparative Anatomy.

WILLIAM COLVIN, Professor of Political Economy and Civil Polity and of the Science of Accounts.

JOHN H. WRIGHT, A.B., Assistant Professor of Ancient Languages.

THOMAS MATHEW, Instructor in Drawing.

ALICE K. WILLIAMS, Assistant in Modern Languages.

The College was opened for the reception of students on September 17th, 1873. During its first year it numbered fifty students, during the second, seventy-five, and during the third year, one hundred and five.

#### SCHEME OF INSTRUCTION.

As has been already stated, the Trustees determined the general character of the education to be offered by the College

by their action of January 6th, 1871. It was settled that the college should not be an agricultural College in the narrower sense in which this title is frequently used; but a liberal, scientific school, in which broad and generous culture could be secured, as well as the technical training that many of the callings of life demand. It was clearly recognized from the first that the education furnished in the departments of natural science especially should be more thorough and complete than was elsewhere to be obtained within the limits of the State. To this end the laboratory method of instruction would have to be largely introduced.

One other point of essential importance was also seen from the first, viz., that a high standard of entrance to the College could not be established without breaking faith with those interests in the State to which the College was largely indebted for its present form. The earnest and persistent opposition of the State Board of Agriculture, representing the agricultural interest of Ohio, to any division of the funds arising from the land grant, has been already recorded, and it was, beyond doubt, one of the prominent factors in preventing such division. This great interest claimed, and with justice, in the opinion of Trustees and Faculty, that the doors of the new College should be opened to the young people of country as well as of town. It was not, therefore, possible to insist that candidates for entrance should have attained the training and knowledge which the excellent high schools of the cities and larger towns furnish; for however desirable such a class of pupils might be, it makes but a small fraction of the young people of the State, and leaves out almost entirely all that belong to the agricultural class. Good faith required that the standard of qualifications should be adjusted to the common schools of the country rather than the high schools of the town, and this was done. No more was asked than the better grades of our country schools could furnish, viz., an adequate knowledge of the common branches, read-



ing, writing, arithmetic, geography, and English grammar, with the addition of the elements of algebra, a branch now generally within reach in most of our common schools.

No preparatory department, so called, was established, but a two years' course of recitation and class-room training was prefixed to the laboratory work in the several departments.

By the time the student has completed this, he has secured the elements of a general education. He has had, for instance, a year's drill in the English language, and by the method of study pursued has been brought to see something of the nature and claims of linguistic science generally. He has advanced in mathematics through algebra, plane geometry, and plane trigonometry. He has acquired the leading principles of physics by a year's study, and the same amount of time devoted to chemistry has given him a fair hold upon the elements of this science. On the natural history side, he has pursued the subjects of human physiology, of zoology and botany, and the subject of physical geography has also received a measure of attention.

At the end of this two years' course, it is judged that he can choose intelligently as to the special lines in which his subsequent work shall be done. The doors of all the departments are now open to him. He can advance in the study of language if he so chooses. He can take up the study of the physical forces or of mechanics in a practical way, aided by the costly apparatus accumulated in the department of physics. He can study chemistry in its relations to agriculture, to pharmacy, to manufactures, in courses that shall extend through, one, two, or three years, with all necessary apparatus for doing analytical work at his hand. He can pursue agriculture as a science in a two years' course that will familiarize him with the best results of modern knowledge in this all-important field. He can turn to civil engineering, to higher mathematics, to geology, to botany, to veterinary anatomy, to natural history, to comparative physi-

ology and anatomy, to the study of political and social science. The requirements of the courses insist, however, on a certain balance or proportion in the courses pursued, as a more detailed examination of the scheme here touched upon will show. To secure the degrees of the institution, six years of study from the grade of entrance are required, on the basis of three daily recitations or their equivalents. Three degrees are now offered by the College, viz., Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), and Civil Engineer (C.E.).

Students are admitted to advanced standing, or to special courses, as their necessities require. Distinctions as to sex or color have not been recognized in the College. Tuition is free. Incidental expenses are charged at the rate of fifteen dollars per year. The value of materials consumed in the laboratories is assessed upon the students using them. Manual labor is not required of students, but the necessary work on the farm and grounds is done by them to a considerable extent.

By act of the General Assembly, passed April 16th, 1874, a reorganization of the Board of Trustees was effected, and the number was reduced from nineteen to five. The following named gentlemen were appointed by Governor William Allen and confirmed by the Senate—they compose the present Board:

RALPH LEETE.....	Lawrence county.
ALEXANDER WADDLE.....	Clarke county.
WARREN P. NOBLE.....	Seneca county.
WILLIAM LARWILL.....	Crawford county.
JOSEPH SULLIVANT.....	Franklin county.

In enumerating the resources of the College, mention has not been made of the grant made to it by the State of Ohio of unsurveyed and unentered lands in the Virginia Military District of the State. This grant was made by the Legislature in the early part of the year 1872. It has not yet become a source of income to the institution, but it is expected that

a small addition to the College funds will ultimately result from it.

Several efforts have been made to obtain, for the better equipment of the College, the proceeds that should arise from the sale of swamp and canal lands within the limits of Ohio. Favorable action has twice been taken in the State Senate, and a bill for this purpose is now pending in the Legislature.

With the following recapitulation, this history will be concluded:

The productive funds of the institution, derived from the sale of the land scrip and from interest accruing thereon, now amount to \$500,000, and constitute a part of the irreducible debt of the State, on which interest is computed and paid at 6 per cent., giving an annual income of \$30,000.

The money furnished by Franklin county and citizens of Columbus, amounting to about \$328,000, has been used in the purchase of a farm of 317 acres within the corporate limits of the city of Columbus, and in the erection of the necessary college and farm buildings, and in the equipment of the several departments of instruction. Since the purchase of the farm, the price of land in this portion of the city has been largely increased. It is within limits to say that the value of the farm has been doubled within the last five years. When to this is added the value of the lands given to the College by the State in the Virginia Military District, the property belonging to the College, exclusive of its endowment, will scarcely fall below \$500,000.

Upon this noble foundation there has been established and put into operation a College, with ten departments of instruction and a faculty of eleven professors and instructors. More than one hundred students are now availing themselves of the opportunities it offers in acquiring the "liberal and practical education" which shall qualify them for "the several pursuits and professions of life."

# OBERLIN COLLEGE.

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## PLAN.

The original plan of Oberlin College was conceived by Rev. John J. Shipherd ; but in the development of this plan he was assisted by Mr. P. P. Stewart. The plan involved a school open to both sexes, with various departments, Preparatory, Teachers, Collegiate and Theological, furnishing a substantial education at the lowest possible rates, and with such facilities for self-support as the "manual labor system" was supposed to present. The school was to be surrounded by a Christian community, united in the faith of the gospel, and in self-denying efforts to establish, build up, and sustain the school.

## NAME.

The name of the school and colony was taken from Oberlin, the Swiss pastor, as representing the self-denying and fruitful life the founders desired to cherish. The school was named the "Oberlin Collegiate Institute," which remained its legal designation until the name was changed upon application to the Legislature, in 1850, to Oberlin College.

## LOCATION.

The location selected was in a dense, unbroken forest, eight miles from Elyria, and thirty-three from Cleveland. A por-

tion of this land, three miles square—nearly six thousand acres—was purchased at the low rate of one dollar and fifty cents an acre, and re-sold at an advance of one dollar an acre, thus providing a fund with which to lay the foundation of the school. The original proprietors donated to the enterprise about five hundred acres in the center of the tract for the uses of the school. On this site the College buildings now stand, and the entire southwestern quarter of the village.

#### THE BEGINNING.

The original colony embraced families from several of the New England States, and from New York and Ohio—all of New England origin. The school, during the Winter term, numbered forty-four pupils; but was not permanently organized under regular teachers until the next year, 1834. The number of pupils the first year reached one hundred.

In the Winter of 1834-5, the Trustees first took their position upon the admission of colored students, and in the Spring the Theological Department was organized, and the board of instruction enlarged by the accession of President Mahan, and Professors Finney, Morgan and Henry Cowles. Theological students came in considerable numbers from Lane Seminary, and the college department received large accessions from Western Reserve and other colleges.

#### CHARTER AND TRUSTEES.

Oberlin College received its charter by an act of the Ohio Legislature, February 28th, 1834. The names of the first trustees were as follows: Henry Brown, John Keys, Eliphalet Redington, Joel Talcott, Addison Tracy, Jabez L. Burrell, Philo P. Stewart, Peter P. Pease, John J. Shipherd. The number of the trustees, at first nine, was increased in 1834 to twelve, and in 1874 to eighteen. It is a self-perpetuating body; additional members, as occasion may require, being elected by themselves. There are no particular requirements, such as residence, religious creed, etc.; and their term of service is for life. The trustees were authorized by the charter to confer



such honors and degrees as are usually conferred in similar institutions.

#### GROUNDS AND OTHER LANDS.

The grounds occupied by the buildings and lying contiguous, including a Ladies' Park of two acres, comprise about twenty-two and a half acres. The other lands are held by the Institution as an investment in Wisconsin, Iowa, Missouri, Indiana and West Virginia, comprising in all more than 7,500 acres, and valued at \$30,000. Of these the lands in West Virginia comprise about 6,000 acres, and are valued at \$25,000.

#### BUILDINGS.

Several of the buildings of Oberlin College, which were used for a time, have been superseded by better ones. Oberlin Hall was the first frame building erected on the Oberlin tract, and furnished a home for the school in the wilderness. For a year and a half, from December, 1833, to July, 1835, this building provided for all the operations of the College and all the public gatherings of the colony.

The Ladies' Hall of the early times was next in order, a three-story, wooden building, thirty-eight feet by eighty, with two wings projecting backward, of two stories each, begun in the summer of 1834, and completed in the Summer of 1835. This building afforded rooms for about sixty young ladies, and table room for 175 boarders. It served its purpose for thirty years.

Cincinnati Hall was extemporized in the Spring of 1825, to receive the sudden accession from Lane Seminary. It was a one-story building, 144 feet long and 24 wide. It served its purpose until the completion of Tappan Hall.

Colonial Hall took its name from the fact that the "colonists" contributed something more than \$2,000, about half the cost, to its erection, with the provision that the lower story should be occupied jointly as a college chapel and a meeting house. It accommodated 800. The two upper stories furnished dormitories for forty-four students and a single recitation room. The building was commenced in 1835 and completed in 1836.

Oberlin Hall, the Ladies' Hall and Colonial Hall have all been removed, and are used either as dwelling houses or stores.

Tappan Hall, named from Arthur Tappan who gave \$10,000 for its erection, was built in 1835-6, and afforded single rooms for eighty-seven students, beside four recitation rooms.

In 1835, a church in Walton, N. Y., sent several of their young men, and put up a building for them called Walton Hall. This came into possession of the College about 1852, was at length sold, and was destroyed by fire in 1864. It is a somewhat remarkable fact that no one of the College buildings has ever been destroyed, or even seriously damaged by fire.

The Laboratory is a small brick building, erected in 1838, and occupied by the Professor of Chemistry as a laboratory and for lectures.

The Music Hall is a small frame building, used for a time for the rehearsals of the choir and for the large choral classes of the school, and occupied till recently by the Cabinet.

The Cabinet Hall furnishes several desirable recitation rooms, as well as a commodious room in the upper story for the Cabinet.

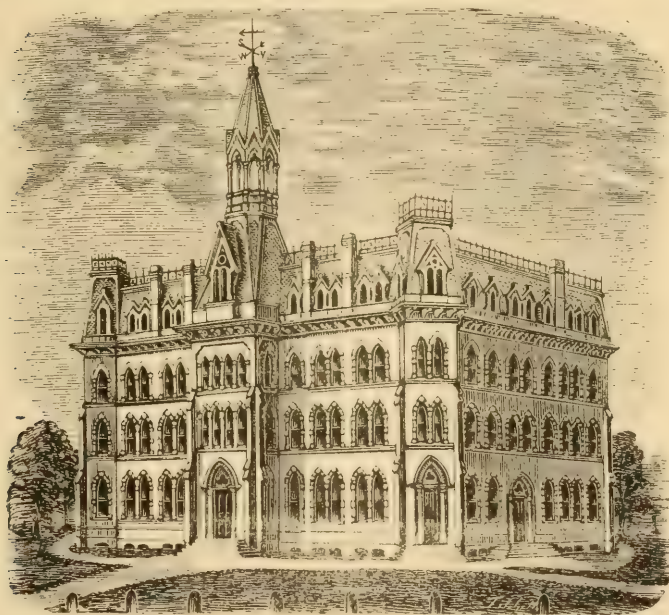
The Chapel was erected in 1854-5, at a cost of \$10,500. The lower floor is used chiefly for offices; in the large room above the students meet for prayers. During the past Winter this has been re-modeled in the amphitheatre form, is now quite commodious, and capable of seating about 900.

The Ladies' Hall was begun in 1861 and completed in 1865. The cost of the building and its furnishing was about \$40,000. It is of brick, three stories high, with fronts on two streets 120 feet each. It contains an assembly room, a society room, a reading room, with offices for the Ladies' Department, a dining room which will seat 216 boarders, and rooms for one hundred ladies and the steward's family.

French and Society Halls were built in 1867-8, at a cost of \$9,500 each. The first took its name from the late Charles French, of Cleveland, who left a bequest of \$5,000, which was devoted to this use. They are two-story, brick buildings. French Hall contains four recitation rooms,

and rooms for philosophical apparatus, and for drawing and painting ; Society Hall contains three recitation rooms, a fine hall for the College Societies, and a room for the Societies' Library and for the College Library.

The corner-stone of Council Hall, the last and best of the college buildings, was laid in the fall of 1871, during the session of the Congregational Council organized at Oberlin, and its name was suggested by vote of the Council. It was dedicated at the Commencement in August, 1874. It provides abundantly for the Theological Seminary as it now is, and for a considerable expansion. Its length is 101 feet, its width 70



COUNCIL HALL.

feet. The first story contains a chapel, lecture rooms, a library room and an adjoining reading room ; the second, third and fourth stories are appropriated to student's private rooms. These rooms will accommodate about sixty students. The cost of the building and furnishing, was about \$68,000.

#### ENDOWMENT AND PROPERTY.

Previous to 1850 Oberlin had no endowment, but was sup-

ported by the contributions of its friends in this country and England. Arthur Tappan gave \$10,000 to build Tappan Hall ; another gentleman loaned \$10,000 ; and these and others united in a "Professorship Association," pledging themselves to pay regularly the salaries of eight professors. But the great fire in New York and the great monetary convulsions of 1836-7 soon following, broke up this arrangement. The professors could not find it in their hearts to leave, and consented to live on meagre pay, and this coming in no definite form or channel. A load of debt accumulated ; but agents sent to England raised, in eighteen months, \$30,000, sufficient to cancel the debt. It was chiefly the fidelity of Oberlin to anti slavery principles that brought forth such a response from British Christians. In 1850 a movement was made to secure an endowment of \$100,000 by the sale of scholarships, guaranteeing free tuition to their holders. The work of securing pledges was accomplished in a little more than a year. These scholarships were of three classes : one entitling the holder to tuition for six years, another for eighteen years, and the other perpetually. The prices of these scholarships were \$25, \$50 and \$100. This measure which has been unprofitable to some colleges, was eminently wise and successful here. The money thus secured has been safely and profitably invested, and the income from it is much more than the College ever received from tuition.

The Institution has now property in lands, buildings and money, amounting to about \$500,000 ; of which, however, only \$145,000 are productive, \$115,000 for the Collegiate Department and \$30,000 for the Theological Department.

#### THE MANUAL LABOR SYSTEM.

Any peculiarity in the system of education is due to the dominant idea embodied in its original plan, which was, to make a substantial education accessible to all. This involved, it was supposed, the Manual Labor System, the Co-Education of the Sexes, and soon it was seen, also, the education of colored persons on equal terms with whites. The first year of the school all the students were required to labor four

hours per day; the next year three; but, since 1838, the Institution has given no pledge to furnish labor to all the students, and has only recommended and not required it.

The high idea of a Manual Labor School, which was indulged at the beginning, had not been realized. The spirit of labor has been cherished, and work has always been held in honor. "Learning and Labor" is the motto of the College seal, and a considerable proportion of our students rely upon their own exertions for support; realizing more, however, from Winter teaching than from Summer work.

#### CO-EDUCATION OF THE SEXES.

A Female Department was in the original plan of Oberlin, and young ladies have been connected with the school from the beginning, constituting at the outset more than one-third of the entire number. Ladies have also always been permitted to take the classical course, and many have done so. For purposes of government, all young ladies attending the Institution are under the direction of a Lady Principal and a Ladies' Board. Freedom of social intercourse is allowed, and under the strong influences favorable to good order, the plan of Co-education has here proved an unquestionable success.

#### COLORED STUDENTS.

The introduction of colored students soon after the founding of the school, made it practically an anti-slavery institution of the most pronounced type, and it became one of the most efficient promoters of the anti-slavery sentiment. Colored students have, however, always formed but a small minority of the whole number of students.

#### DEPARTMENT OF PHILOSOPHY AND THE ARTS.

In the Department of Philosophy and the Arts there are two courses: (1.) The Classical and Scientific, or "College" course; and (2.) The Literary. The former embraces the studies usually pursued in American colleges, so arranged that after the Freshman year, the student can give a classical or scientific character to his course by a system of elections.



The Literary course, formerly called the Ladies' course, differs from the Classical principally in the omission of all the Greek and part of the Latin and Mathematics. It has been the aim of the authorities of the College to make the entire course subservient to a broad and Christian culture, placing the Bible in the center and making all studies contribute to it.

#### DEPARTMENT OF PREPARATORY INSTRUCTION.

The Department of Preparatory Instruction embraces : (1.) A Classical School, with a three years' course preparatory to College, and (2.) an English School, similar in grade to an academy, and preparatory to the Literary course. Each of these is in charge of a Principal ; and both are under the same general supervision as the other departments.

#### DEPARTMENT OF THEOLOGY.

The only post-graduate school connected with the College is the Theological Seminary. This is considered as a part of the College, having the same President and Board of Trustees, and being under the same general management. It has a corps of five professors, and three regular lecturers on special topics. Other courses of lectures by distinguished men are also from time to time provided. (For the full course of study in each of the above departments of instruction, see the last Annual Catalogue.)

#### ATTENDANCE.

The following items respecting attendance are taken from the table appended to this sketch, in which full statistics of attendance are given. From 1834 to 1852, the average yearly attendance, in all departments, was 462 ; the maximum being 514 in 1843. Of these 64 per cent. during this period were young men, and 36 per cent. young ladies. From 1853 to 1876, the average yearly attendance was 1150 ; the maximum being 1371 in 1874, and the minimum being 859 in 1863. Of these, during this period, 56 per cent. were young men and 44 per cent. young ladies. During the latter period—from 1853 to 1876—32 per cent., on the average, were in depart-

ments above the preparatory. The average yearly attendance in the Theological Seminary, from the beginning, in 1834, to 1876, as 31. The whole number of graduates from College is 757, of whom 100 are ladies. The number of graduates in Theology is 307 ; and from the Ladies' or Literary Course, 588.

#### CONSERVATORY OF MUSIC.

The Oberlin Conservatory of Music was organized in 1865, with Mr. John P. Morgan, a graduate of the Leipsic Conservatory, as president, and became a Department of Oberlin College in 1867. Its first catalogue, issued in 1869, contains the names of 147 students and four teachers. About one-fourth of these students gave their whole time to the study of music, the remainder taking one or more studies in the college. At this time, with the exception of a few organ students, who were instructed on the First Church organ, the entire teaching was done in two rooms. The branches taught were, Piano Forte, Organ, Singing and Harmony. The last catalogue, published in 1875, contains the names of 286 students and seven teachers. Of these students about two-thirds devote their whole time to the study of music. They occupy eight rooms ; and the branches taught are Piano Forte, Organ, Singing, Harmony and Violin. (For course of study see College Catalogue.) Diplomas are given to those completing the course, and possessing a good English education. The average attendance during seven years was 266. (For attendance each year, see appended table.) Of the present corps of teachers four have studied abroad. It is the aim of the teachers to cultivate in the students a taste for the *best forms* of musical composition. This Department is under the same general management as the other departments, and under the special supervision of the Director. The length of time necessary to complete the course, is from two to four years. The classes in choral singing are free to all members of the college.

#### LITERARY SOCIETIES.

There are six organized Literary Societies, composed of

members belonging to the various College Departments ; one comprising members of the Theological Department ; three, members of the Classical ; and two, members of the Literary Course. Of the three comprising members of the Classical Course, the Phi Delta and Phi Kappa Pi were founded in 1839 ; the present membership of each is thirty ; the total membership of the former is 502, and of the latter 475.

The Alpha Zeta was founded in 1869. Its present membership is thirty, and its total membership ninety. Of the two societies comprising members of the Literary Course, the Ladies' Literary was founded in 1835, its present membership is twenty-six, and its total membership 900 ; the Ælioiian was founded in 1852, its present membership is thirty-two, and its total membership 600. The initiation fee of each of the societies is \$5.00, and the annual dues the same.

#### ALUMNI ASSOCIATION.

There is an Alumni Association, the name of which is "The Association of Alumni of Oberlin College." This Association was organized in 1839, and is composed of all the college graduates. Within a few years it has come into a certain relation to the Trustees. It appoints three of its members corresponding members of the Board of Trustees, who have all the privileges of regular members, except that of voting. During Commencement week an annual address is given before the Association by one of its members, chosen the previous year ; and at a joint meeting of the Trustees and Alumni such statements are made of the condition and prospects of the college as are of interest.

The Society of Alumni of the Theological Department, has similar annual addresses, and appoints two corresponding members of the Board of Trustees.

#### THE GYMNASIUM ASSOCIATION.

There is an Association of the students owning and controlling the Gymnasium, called "The Oberlin Gymnasium Association." Its object is physical culture ; it was founded in the summer of 1873 ; and its present membership is 150. Classes

practice gymnastic exercises under competent teachers. Its funds are replenished in part by occasional lectures. The value of apparatus, buildings, &c., is about \$1,000.

#### SECRET SOCIETIES.

All secret societies are prohibited by the rules of the college ; and in the whole history of the college none has ever existed.

#### LIBRARIES.

There are two Libraries connected with the Institution, the College Library and the Library of the College societies ; both together comprising about 11,600 volumes. The College Library, consisting of about 11,000 volumes, has been made up largely from the contributions of books by the friends of the Institution, both in this country and England. No large amount of money has ever been given for the Library. Till within a few years there has been no library fund ; but there is now such a fund accruing from a term fee of thirty-five cents, required of all the students, and from examination fees, and amounting to about \$800 per annum. About half of this is available for the purchase of books ; and the Library is growing slowly by the addition of new books. During term time it is open every week-day afternoon for reading and consultation, and two afternoons of the week for drawing. It is well patronized by the students, and is becoming an important auxiliary to the instruction given in the classes.

The Library of the Societies, consisting of about 3,600 volumes, is under the control of an Association composed of the College Societies, of the Ladies' Societies, and of the Theological Society, called the "Union Library Association." The funds for increasing the Library are obtained from a term fee of fifty cents for each member, from the appropriation of \$4.00 of each initiation fee, and from money obtained by lectures. This is a well selected Library, and is largely used by the College students. A Reference Library, for the use of the Theological Students, to be located in Council Hall, is contemplated.

A Reading Room was established in connection with a society called "The Society of Inquiry," in the early history of the college, and the Reading Room has been continued to the present time. It is sustained by the fees of members, and furnishes many of the leading periodicals of the country. A Reading Room is also maintained for the theological students at Council Hall.

#### THE CABINET.

The college possesses a valuable cabinet in the departments of Geology and Natural History, principally collected through the untiring efforts of Professor George N. Allen, who occupied the professorship in this department for twenty-four years. There are about 3,000 specimens of minerals; 2,000 rocks and fossils; 350 stuffed birds and mammals; 20 cases of insects; 1,500 trays of modern shells, representing nearly every family; 2 large cases of corals; several hundred miscellaneous zoological specimens and curiosities, with a considerable amount of duplicate material. Students pursuing these branches have free access to these specimens for study. Students in mineralogy have a special cabinet of minerals for their use, and 350 wood models of crystallographic forms.

#### PHILOSOPHICAL APPARATUS.

The apparatus for electrical experiments is good; a fine plate machine of large size, with the usual adjuncts, batteries, bells, image plates, etc.; a Ruhmkorff Coil of Ritchie's make, containing fifteen miles of wire; electro magnets, arranged for exhibiting very varied effects; a large galvanometer; a Clark's magneto-electric machine, and a large size Geissler's tube; an electric lamp; large flat coils of copper wire, and automatic inductive coils of small size; and apparatus for illustrating telegraphy. There is a tolerably good pneumatic apparatus; a large air pump and receivers, condensers, weight-lifters, balloon jar, etc., etc.

For accoustics, the apparatus is meagre—only a few cheap diapasoms, organ tubes, glass bell, monochord, wire coils, etc.



For optics, a good solar microscope, a polarizing instrument, a pair of bisulphide prisms, an assortment of lenses, a very fine dissolving view apparatus, a hundred or more views in Astronomy, Botany, etc.; a pair of large iron cylinders for oxy-hydrogen, and also gas bags, with press, whirling table with colored circles, and a fine compound microscope.

For Mechanics we have Atwood's machine, a system of pulleys, a Gyroscope, (mounted, also, for illustrating precession,) elastic and inelastic balls, and many other pieces. We have a pair of fine 18 inch globes, well mounted; a wire globe, orreries, a fine refracting telescope, four inch aperture, of Clark & Sons' make; also a seven inch refracting telescope of eight feet focal length, of excellent defining power—a recent gift. We have a good surveyor's compass and chain, a Troughton & Simms' level, a theodolite, and an excellent sextant. The work from adjoining the apparatus, contains a beautiful \$300 engine lathe, with foot-power attachment.

#### CHEMICAL APPARATUS.

The chemical apparatus is such as to illustrate amply the lectures in general chemistry.

#### DEGREES AND DIPLOMAS.

The Degree of Bachelor of Divinity is conferred upon the graduates of the regular course in the Department of Theology; that of Bachelor of Arts upon the graduates of the Classical and Scientific Course in the Department of Philosophy and the Arts. The degree of Master of Arts is conferred upon any Bachelor of three or more years' standing, who has been engaged in literary or scientific pursuits, and has sustained a good moral character. A Diploma, certifying the successful completion of the prescribed course of study, is given to each graduate of the Literary Course in the Department of Philosophy and the Arts, and to each graduate of the Conservatory of Music.

#### PRESIDENTS OF THE COLLEGE.

Rev. Asa Mahan was President from 1835 to 1850; Rev.

C. G. Finney from 1851 to 1866 ; and Rev. James H. Fairchild from 1866 to the present time.

#### PERIODICAL LITERATURE.

Of the periodicals issued at Oberlin, and embodying Oberlin views, "*The Oberlin Evangelist*," begun in 1839 and continued till 1861, was a religious bi-weekly. Its matter was in every sense original and strictly religious. For many years the sermons of Mr. Finney formed one of its chief features ; and these, as well as the productions of its editor, Prof. Henry Cowles, and the productions of others, gave fit and full expression to Oberlin thought.

"*The Oberlin Quarterly Review*," begun in 1845 and discontinued in 1849, containing more elaborate articles from Oberlin men, fulfilled a similar end.

"*The Oberlin Student's Monthly*," begun in the latter part of 1858, and discontinued in the Spring of 1851, was conducted by editors chosen from the literary societies, and was composed chiefly of the productions of students.

"*The Oberlin Review*," begun in 1874 and still continued, is under the control of the Union Library Association, and is conducted by a corps of editors chosen from the literary societies.

#### BOOKS.

Oberlin has not yet produced a long list of books ; it may suffice here to mention the principal ones. President Finney's Systematic Theology, published first at Oberlin in 1847, in two volumes, and afterward revised and published in one volume in England, embodies his original and profound discussion of the "Benevolence" theory in Moral Philosophy in its relation to other theories, as well as a like discussion of the principal doctrines of Christianity, and is used as a text-book in the Theological Seminary. President Fairchild's Moral Philosophy, published a few years since, is a concise, clear, and systematic presentation of the "Benevolence" theory, speculatively and practically, as held and taught at Oberlin, and is used as a text-book in other colleges. Prof. Cowles is the

author of Commentaries on nearly all of the books of the Old Testament and on John's writings in the New, and is still writing. These Commentaries have been everywhere commended as presenting the results of sound learning in a concise and clear style.

#### DISCIPLINE OF THE COLLEGE.

The discipline of the school has had, from the beginning, some peculiarities. Circumstances were favorable for the initiation of changes in the usual system of college discipline. The first students gathered here were not *sent* to school—they *came*. They were serious-minded, earnest young people, with no thought but to make the most of their time and opportunities. They needed suggestions and instruction—not much restraint. The early students will remember that for years we had no roll called for recitation, no marking for performance, no monitor to note absences from public exercises, and no account rendered in any way. There were published regulations—not printed—to which all were expected to conform. A high degree of familiarity was maintained between faculty and students. The respect and confidence were so hearty, that stately formalities would have seemed as much out of place as between parents and children. Such a field afforded a good opportunity for dispensing with the strict surveillance of the monitorial and marking systems, and making large account of the principles of confidence, self-respect and honor. The self-reporting system has been in operation for many years, each student giving account of his performance of his prescribed duties. The appeal is made to his honor and self-respect; and while these doubtless fail at times, the tendency of the system is not to break them down.

A record has, for many years, been kept by each teacher of the performance in recitation, on a scale ranging from zero to six; and this has a decisive influence in promoting diligence in study and thoroughness in recitation.

The cases of individual discipline have always been surprisingly few, and are mostly confined to the Preparatory Department, which almost all new-comers enter.

There are many influences which conduce to good order ; among which may be mentioned, first, the sense of responsibility which attaches to each pupil to maintain his good name. Our college community is not so secluded that a student can have a college reputation as distinct from his reputation in general society. The presence of both sexes in the school does much to secure this result. Then again, the interest which has always prevailed in the school on questions of moment in the outer world, such as slavery and politics, has been favorable.

Still another feature in our college system is the employment of a considerable number of the more advanced and influential students as teachers of the classes in the Preparatory Department. These teachers have, indeed, no authority out of the recitation room, but they are a powerful influence on the side of good order.

While the general outcome of our system of discipline is thus satisfactory, it must not be supposed that it is in all cases successful, and that there are not instances in which the aims of teachers are frustrated, and the hopes of parents and friends disappointed. There is no complete immunity from temptation in Oberlin, and has never been. Those who are prone to evil have always been able to find it ; and those to whom a direct, vigilant oversight is essential, are not likely to prosper here. But many who would resist such supervision, and deteriorate under it, are found susceptible to generous motives, and make rapid progress.

#### RELIGIOUS INFLUENCES.

The religious influences in connection with Oberlin College have, from the first, been supreme and controlling. It was founded in prayer, and in earnest religious consecration. Revivals have been frequent and powerful ; there is always more or less religious interest among the students, and conversions are continually occurring. Among the teachers and citizens there is an earnest desire for the spiritual welfare of the students. All the students are required to assemble at

the close of every day for public prayers, and to attend family prayers in the morning at their boarding places.

Every recitation is opened with a short prayer or singing. All students are required to attend church twice on the Sabbath. Every class has a weekly exercise in the English Bible, which all are required to attend; and in these exercises, throughout the entire course of study, systematic and thorough instruction is given in the history, doctrines and precepts of the Bible.

There is a weekly prayer-meeting, on Monday evening, for all young people, conducted by the Principal of the Preparatory Department, and a weekly prayer-meeting for each class, conducted by one of the teachers. The young people's meeting, on Monday evening, is largely attended by the students, and contributes much toward awakening and maintaining a religious interest.

There is also a young men's meeting on Sunday evening, and a young ladies' meeting at the same hour at the Ladies' Hall.

The religion inculcated is of a type strictly evangelical, but liberal and not sectarian. The members of the Faculty are Congregationalists; but the college has no organic connection with any religious body, and the broad, general principles of Christianity are inculcated, rather than mere denominational characteristics.

The graduates of the Theological Seminary generally become pastors of Congregational churches; these churches are therefore interested in it; and the Ohio Congregational Conference appoint a committee of visitation to attend the annual examinations and report. But even in this case there is no controlling supervision.

This religious spirit has been pervading, persistent and controlling, and has given a character of seriousness, earnestness and sobriety both to the Institution and to the place. To this many have contributed; but perhaps no one man has contributed more than the late President Finney. At the time of his death he had been connected with the college, as Professor of Theology, forty years; for fifteen years he was



President of the College : and till within two or three years of his death, he was pastor of the First Church, in which position he exerted a controlling influence over the students as well as over the inhabitants. By his fervid and untiring zeal, and his deep and earnest love for souls, united with a mind of extraordinary strength and energy, he made here, as everywhere, upon the multitudes whom he drew under his influence, impressions salutary and lasting. Beyond question Oberlin has received its practical and earnest religious character largely from him.

#### SOURCES OF INFORMATION

In the preceding sketch free use has been made of a little book by President Fairchild, entitled, "Oberlin, its Origin, Progress and Results," delivered first as an address to the alumni in 1860, and re-published in 1871. This is the best history and characterization of Oberlin that has yet been written. "A Historical Sketch of Oberlin College" has also been published in pamphlet form, by E. H. Fairchild, for many years Principal of the Preparatory Department, and now President of Berea College.

President Fairchild's Inaugural Address, delivered in 1866, and published in pamphlet form, discusses "Educational Arrangements and College Life at Oberlin ;" and in July, 1867, he also delivered, before a meeting of College Presidents at Springfield, Ill., an address on "The Co-education of the Sexes," which was published in pamphlet form. To these, together with the annual and triennial catalogues, those who desire further information are referred.

# TABULAR STATEMENT OF ATTENDANCE AT OBERLIN COLLEGE.

Y. E. A. R.	Theological Dept.			College Course.		Library Course		Conservatory	Preparatory Schools.			Total Attendance.		
	No. Students.	Graduates.	Partial Course.	No. Students.	Graduates.	No. Students.	Graduates.		Males.	Females.	Total.	Males.	Females.	Total.
1834												79	44	123
1835	35			38		73						263	93	356
1836	58	14	3	95		92						273	117	390
1837									131		131			
1838	44	14	12	113	29	38	1		130	27	157	265	126	391
1839		9	14		17		6		97	21	118			
1840	58	8	11	70	15	103	4		155	33	188	271	133	404
1841	64	18	5	68	12	91	10		181	56	237	318	166	484
1842	64	16	4	115	8	90	6		213	84	297	367	193	560
1843	43	17	6	140		95	4		226	88	294	382	192	574
1844	35	12	3	127	14	102	8		207	73	280	343	202	545
1845	32	8	2	141	24	110	11		148	50	198	242	188	480
1846	47	16	1	113	16	129	8		209	35	244	345	182	527
1847	25	5	8	106	25	140	12		173	28	201	314	178	492
1848	27	5	6	93	17	121	8		150	26	176	282	159	441
1849	27	7	5	76	12	117	6		152	31	186	266	162	428
1850	20	5	2	66	13	243	8		240	88	328	342	201	543
1851	23			69	15	158	10		265	54	259	317	217	534
1852	22	3	4	65	6	144	9		231	93	324	330	241	571
1853	20	10	7	64	8	248	10		459	211	670	561	459	1020
1854	22	4	1	94	17	270	12		603	309	912	726	565	1395
1855	26	8	2	92	11	229	12		557	284	841	675	513	1188
1856	24	4	3	110	10	181	19		457	266	723	578	484	1062
1857	27	9	5	127	15	229	19		538	290	828	677	539	1216
1858	16	3	6	137	23	237	17		540	294	832	669	553	1322
1859	21	5	3	149	28	234	25		590	255	845	736	513	1249
1860	36	9	4	181	16	194	29		570	258	828	755	488	1243
1861	35	8		199	30	222	31		601	254	855	835	476	1313
1862	26	13	2	199	24	213	28		407	226	633	599	472	1071
1863	25	6	5	147	18	159	20		310	218	528	457	402	859
1864	21	6	2	122	16	154	14		271	293	564	450	467	917
1865	13	7	1	112	36	175	28		273	390	573	499	492	991
1866	13			99	16	155	23		410	318	728	536	484	1020
1867	14	3	5	112	22	179	20		511	301	812	655	490	1145
1868	11	4	1	119	25	190	19		484	294	778	640	494	1134
1869	16	2	4	121	14	179	11		467	283	750	628	472	1100
1870	25	5	4	144	34	170	31	147	442	255	697	634	477	1111
1871	36	10	6	129	23	187	19	263	494	221	715	700	529	1229
1872	38	6	4	166	40	162	17	264	461	218	678	710	500	1210
1873	43	8	1	142	22	159	31	244	407	227	634	648	523	1171
1874	46	8		139	26	166	16	308	485	298	783	723	648	1371
1875	39	12		159	35	170	16	346	420	271	691	697	633	1330
1876	51			147		145		286	431	198	629	648	568	1216

For Summary see previous pages.

FACULTY OF OBERLIN COLLEGE,  
1876.

REV. JAMES H. FAIRCHILD, PRESIDENT,  
Prof. of Theology, and Avery Professor of Moral Philosophy.

REV. JOHN MORGAN,  
Prof. of New Testament Literature and Biblical Theology.

JAMES DASCOMB, M. D.,  
Professor of Chemistry, Botany and Physiology.

REV. JOHN M. ELLIS,  
Professor of Mental Philosophy and Rhetoric.

REV. CHARLES H. CHURCHILL,  
Professor of Mathematics and Natural Philosophy.

REV. JUDSON SMITH,  
Prof. of Church History, and Lecturer on Modern History.

GILES W. SHURTLEFF, A. M.,  
Professor of the Latin Language and Literature.

REV. HIRAM MEAD,  
Professor of Sacred Rhetoric and Pastoral Theology.

REV. WM. H. RYDER,  
Professor of the Greek Language and Literature.

FENELON B. RICE,  
Professor of Music.

REV. ELIJAH P. BARROWS,  
Professor of Hebrew and Old Testament Literature.

REV. JAMES H. LAIRD,  
Principal of the English Preparatory School.

ALBERT A. WRIGHT, A. M., PH. B.,  
Professor of Geology and Natural History.

JAMES K. NEWTON, A. M.,  
Prof. of the German and French Languages and Literatures.

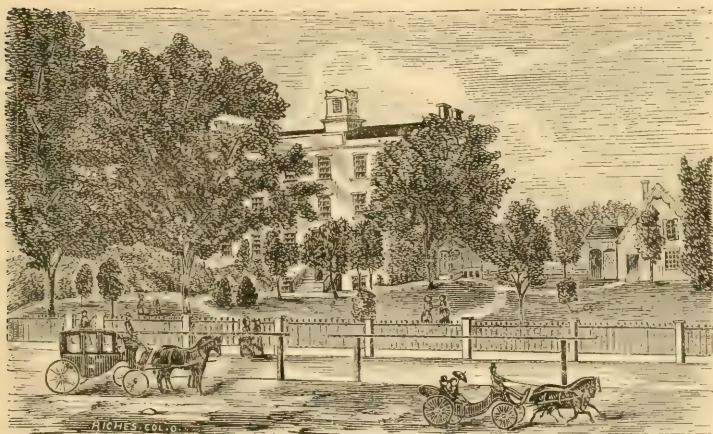
JAMES R. SEVERANCE, A. M.,  
Instructor in Elocution.

HENRY F. CLARK, A. M.,  
Associate Professor of Latin and Greek.

MRS. A. A. F. JOHNSTON,  
Principal of the Ladies' Department.

T H E

# Ohio Central Normal School,



In common with others in various parts of the State, had its origin in the wide-spread belief that Ohio needed something more than the mere academy, college or high school, in which to prepare her teachers for the arduous and responsible task of training her one million and seventeen thousand children.

This conviction found frequent expression in written articles, and in able discussions in her educational councils, as early as 1850; and in 1856, an effort was made by the teachers themselves, to establish such a school in the eastern part of the State, under the auspices of the Ohio State Teachers' Association. But the burden proving too great for them, it was abandoned, after a few years' trial, and the school continued as a private enterprise.

Other States had already expended large sums of money in establishing Normal Schools. These schools soon became so deservedly popular, and their necessity seemed so ap-

parent in our own State, that the matter was frequently brought before the Legislature by the leading teachers, and more recently in the shape of recommendations in the School Commissioners' Reports. But for reasons best known to herself, the State of Ohio has thus far refused to listen to these appeals, and has delayed the recognition of this want, in any direct aid, other than the provisions made for County Teachers' Institutes.

This public neglect of one of the most manifest wants, whether unavoidable or not, has naturally led to the organization of a number of private Normal Schools, and Normal Departments in Academies and Colleges, which, at the best, are inadequate, both as to number and efficiency, for the great work of training an army of teachers every year. This inefficiency does not necessarily arise from any defect in colleges, as such, but from the incompatibility of the work they have undertaken to do. This work is largely professional, and can only be provided for at heavy expense, and the necessary diversion of much that belongs exclusively to college work. The State could, however, well afford to organize and endow Normal Departments in her Universities, and in her Agricultural and Mechanical College, and thus add largely to their popularity and usefulness.

The wisdom of the larger cities, in providing for this professional training of their teachers, is in striking contrast with that of the State at large; and the results are telling with marked effect upon the character of the schools, when compared with those of similar grade, where no such provisions have yet been made. But it is to be hoped that when Ohio does move in this matter, it will be with a liberality and a dignity becoming her acknowledged greatness.

The organization and equipment of a school exhibiting all the grades of teaching and management, from the primary to the most advanced, has long been a cherished scheme of the writer; that such a school, under wise and



beneficent management, and with a liberal patronage, would be of vast service to the teachers of the State, in their professional capacity, can scarcely be questioned. That many such are needed in the State, is equally apparent. Every county has teachers and candidates enough to constitute a good Normal School, if they could be brought together under some wise provisions. But, what the State fails to do in a matter of such manifest necessity, will, under an enlightened public sentiment, be *attempted* at least, by private enterprise; though it must be apparent to any one, that, to put into operation such a school, or such schools, requires a larger fortune than usually falls to the lot of teachers, even in an incorporate capacity.

The design of the "*Ohio Central Normal School*," will, therefore, be inferred from the foregoing, and from its subsequent history. How fully it shall answer the expectations of its founders and friends, remains to be seen. It has had all the struggles and hardships incident to an enterprise requiring the greatest watchfulness, and the most unremitting labor, to guard it, at once, from mere pedantry, and at the same time, to make it thorough in its academic work, and truly professional in its character. In this latter respect, it has had to contend against the prevailing indifference, and ignorance, as to the true nature and design of a Normal School, as well as against the example and prejudice of other institutions, merely bearing that name. But, that its beginnings have been fair, as to success, and, that its prospects are auspicious, may be gathered from the following

#### BRIEF HISTORY.

In the summer of 1871, the property, formerly known as the "Worthington Female Seminary," situated in the town of Worthington, Franklin County, Ohio, including three acres of land, beautifully ornamented with trees and shrubbery, a large four story brick building, ample for the accom-

modation of 150 or 200 students, was purchased, and a school opened the following September, under the joint principalship of Mitchell and Odgen, with the title of "*Ohio Central Normal School.*"

#### THE LOCATION

is one of great natural beauty and excellence, easy of access from all parts of the State, being within five miles of the corporate limits of Columbus, and directly on one of the many railroads leading into that city, and within a mile and a half of another. These, together with the healthfulness, and quiet of place, and the general intelligence of the inhabitants, seem to point out this place, as one most central and desirable for the establishment of a Normal School, suited to the professional wants of the teachers of the State. The first care, therefore, in its establishment was to render these advantages as serviceable as possible. Accordingly

#### A COURSE OF STUDY

was adopted, embracing a careful review of the common branches, and the study of the usual number and kind of the higher academic branches, including the languages. Superadded, was a professional course, to which the merely academic was subordinated, embracing the whole doctrine of educational growth and progress, together with the study of the best authors on teaching, the school laws of the State, and a careful comparison and test of *principles* and *methods*, in a course of lectures, one or two each day, extending through the entire school course, varied each term and year, to suit the grade and other circumstances of the class. Careful abstracts of these lectures and lessons were made by the pupil teachers. This, together with the teaching exercises, discussions and writing of "theses" on the various topics relating to teaching, constituted the leading features of the school, about which all mere study of branches, as such, was made to cluster, as illustrative of principles and methods.

## THE ATTENDANCE

the first year, in the Normal School proper, was 111; 52 gentlemen, and 59 ladies. The second year it was 178; 94 gentlemen, and 84 ladies. The number graduated the second year, was 8, 4 gentlemen and 4 ladies, all of whom, with but one exception, entered at once upon the duties of teaching, some of them in the best schools in the State.

The following year, the school was under the joint principalship of Ogden and Lewis, Mr. Mitchell having entered upon another profession. The ATTENDANCE this year was 215; 105 gentlemen and 110 ladies, with a graduating class of 17, 8 gentlemen and 9 ladies, 16 of whom have entered upon their duties as teachers. The course of study remained substantially the same, with some slight alterations in the arrangement of terms.

In January, 1875, Mr. Lewis withdrew, leaving the entire management of the school to the present principal, assisted temporarily, by Rev. Chas. H. Young, A. M., Rector of the Episcopal Church in the place, Miss Carrie M. Semple—a teacher of rare abilities—and six tutors, members of the Senior Class. This plan of entrusting a few classes to the more advanced students, we have found beneficial, where it is properly guarded, both to teacher and pupil. It is carrying out, though not always in the most satisfactory way, one of the leading ideas of a Normal School, viz.: *to learn how to teach, by practice under the direction of the principal.*

The ATTENDANCE this year was 214; 111 gentlemen, and 103 ladies, with a class of 20 graduates, 10 gentlemen and 10 ladies. A large majority of these have already found remunerative positions in the schools in various parts of the State. The school continues, the present year, under the same principalship, with about the usual number in attendance, and with a marked and steady progress to a higher standard of excellence. The vicissitudes it has thus far experienced, have only served to point out needed improve-

ments, and to demonstrate how necessary a purely professional school is.

#### THE PRESENT PLAN.

It will be seen by the "synopsis of a course of study," at the end of this sketch, that what few changes have been made in the curriculum, all look to the same object, to-wit, its more perfect adaptation to the wants of teachers. It will be seen further, that this school proceeds upon the supposition :

1. *That Normal Schools ought to be largely or entirely professional*, if their circumstances will permit, their academic character being merely incidental, arising chiefly from the present necessary recognition of the fact that students are not usually thoroughly enough prepared in the academic studies, to enter the professional department, and must needs complete these studies in the Normal School, much to its detriment, as a purely professional school.

2. *That the whole subject of Didactics, general and special, admits of as rigid a classification into scientific formulæ as usually falls to the lot of any merely empirical science* ; a classification, whose nomenclature is at least as significant as that of *Mental Science*, upon which it is mainly founded, and not less certain than the laws of growth, as we find them developed in *Human Physiology and Hygiene*. Indeed it is these two sciences, relating as they do to the mind and the body, that give rise to, and make necessary, the science of didactics.

3. *That teachers, after their academic instruction, can be most efficiently prepared for their work, by studying this science before attempting to practice it.* It may, for convenience, be formulated thus :

1. *The study of man as an educable being, in all his possible relations in life, from infancy to maturity, both as a physical and a psychical being.*

This gives comprehensive views as to his intended sphere, and suggests means, at the same time, of restoring and setting him right, wherein his departure from the true path is apparent—no small part, it will be seen, of man's true education, in a world where surroundings have such a potent influence. The lack of this knowledge, on the part of those who have his management, is a source of no inconsiderable share of the mistakes and blunders committed in man's education. To *teach* man we must *know* him, not only historically, but psychologically. To *know* him, we must *study* him; and the *child* is the *man*, the *society*, the *state*, epitomized, and is best studied in connection with the means of education and growth.

2. *The study of knowledge as an educational instrumentality; knowledge not as an end, but as a means by which an end is to be attained, a means by which man is to be educated.*

It embraces what might be denominated the psychology of knowledge; or a diagnosis of science, art and employment, for the purpose of determining their educational worth, or value, so that they may be disposed, both as to kind and quantity, to the very best possible advantage, in the child's education.

With this branch of the professional work, every teacher should have some acquaintance—should even be familiar; for no teacher is fitted for his office, in that highest sense, to which we all should aspire, who cannot plan and execute an entire philosophical course of study, for any grade of school, for which he may be preparing himself. The ability to foresee, and to provide for the logical and chronological development of the faculties of body and mind, by a corresponding adjustment of contemporaneous branches and employments, is an accomplishment devoutly to be sought in the Normal School.

3. *The study and practice of methods, general and special, as deduced from the study of MAN and KNOWLEDGE, in all their legitimate relations, as indicated in the foregoing propositions.*



This constitutes the major part of the last year's professional work, in this Normal School. We do not mean "methods," as mere caprice, but methods founded upon facts and principles, deduced by logical analysis from the nature of man as an educable subject. This knowledge then becomes a means, and education, symmetrical and complete, an end to be attained.

The real value of methods depends entirely upon their conformity to sound theory, or the ends they are intended to subserve. In addition to this, however, their use may lead to the discovery of truth; but much after the same manner, in which the amputation of a limb, may lead the "quack" to the discovery of an artery, but not, usually, in time to save the artery, or the life of the patient.

True theory logically precedes methods or practice, as science precedes art, or the applications of science to business pursuits. The consistent blending of the two, constitutes the true conditions of all healthy progress, and all right practice in the art of teaching. True methods are the product of careful study and experiment, based upon the knowledge of man, and the means by which he attains his greatest perfection. They are self-evolved, and individualized in their application; and, to be successful, they must be vitalized by that warm glow of native intelligence, which comes alone from discovery, or invention. They are the legitimate out-growths of self-knowledge and culture, and hence subject to such modifications in the hands of different teachers, as circumstances and individual pupils may demand. *They are the exponents of principles.* These principles are eternal, inflexible, unchanged, and unchanging. Their right application, which is method, is as varied and multi-form as the natures are, which they are intended to accommodate. The whole doctrine of methods, therefore, is expressed in these three words, "*Unity in Diversity;*" unity in principle, and diversity in practice or methods.

These propositions presuppose, or demand an intimate knowledge of physiology and mental science. Such too, as is seldom derived from books alone; but a knowledge of the incentives of human thought and action, determined from carefully noting the changes in intellectual, moral and physical growth, and their mutual bearings, one upon the other. This reveals an important fact in respect to these studies, viz.: that they are most successfully prosecuted, when studied as one branch, the mind in connection with the organism through which it acts; or what might be termed, if the coining of a word were allowable, *psycho-physiology*, or mental physiology. These two branches, thus correlated, and thus studied, are made the basis of all right professional study and practice in this Normal School. By these and similar agencies, it is proposed to reach the true doctrine of man's education, and to promulgate it among teachers, a reform, it would seem, most devoutly to be wished for, at this particular juncture of human affairs. In short, it proposes, first, to understand *man* as an educable subject; second, to know the force and value of *knowledge* as a means of his education; and lastly, to make philosophical applications of knowledge and human activities to actual teaching. The first two embody the "*Principles of Education*," and are known as such in this school, the last as "*Methods*;" and together they constitute the crowning excellence of all "Theory and Practice."

But in order to render these principles more available, and to exhibit in a more tangible form, the workings of a philosophical system of education,

#### TWO NEW DEPARTMENTS

have been recently added to this school, viz.:

1. *A Model School*, composed of three grades, Primary, Intermediate and High School, this latter assuming the work of the merely academic preparation, and at the same

time, the whole serving as a model for observation and practice; and

2. *A genuine Kindergarten*, both for the purpose of exhibiting the true methods of culture, for little children from the age of three to seven years, according to "Froebel's Method," and for training Kindergarten teachers for this comparatively new education, so deservedly popular where best known.

#### THE PRESENT FACULTY OF INSTRUCTION

consists of the following persons :

JOHN OGDEN.....Principal of Normal School.

MRS. JOHN OGDEN.....Principal of Kindergarten.

MISS MARY S. CASE...First Assistant Teacher.

SEBASTIAN THOMAS...Teacher of German Language.

These are assisted from time to time by such members of the Senior class as are fitted for giving instruction in the several branches.

#### THE NORMAL INSTITUTE,

or short term of five or six weeks, in July and August, of each year, constitutes an important feature in this Normal School.

This term is for the accommodation of city teachers, and others throughout the State, who are confined in their schools during the greater part of the year, and yet who feel willing to devote their vacations to the review of branches, and to the attendance upon courses of lectures on popular sciences, and principles and methods of teaching.

The very best representatives of these popular subjects are chosen from year to year, and the exposition of their several topics, may be regarded as the safest and most complete that can any where be found.

As an example, we append the lists for the years of 1875 and 1876 :

## ASSISTANT INSTRUCTORS AT NORMAL INSTITUTE.

PROF. T. C. MENDENHALL, - - - - Ohio Ag. and Mech. College.  
*Experimental Physics.*

MRS. F. W. CASE, - - - - - Columbus, Ohio.  
*Primary Instruction and Drawing.*

HON. T. W. HARVEY, - - - - - Painesville, Ohio.  
*English Grammar, and Theory and Practice.*

PROF. R. B. MARSH, - - - - - Mt. Vernon, Ohio.  
*Reading and Vocal Culture.*

## LECTURERS.

PRES'T F. MERRICK, - - - - - Delaware, Ohio.  
*Two Lectures, "God in Nature."*

PRES'T EDWARD ORTON, - - - - Ohio Ag. and Mech. College.  
*Two Lectures, "Geology of Ohio."*

HON. E. E. WHITE, - - - - - Educational Monthly.  
*One Lecture, "Six Elements of Government."*

DR. D. A. RANDALL, - - - - - Columbus, Ohio.  
*Two Lectures, "Suez Canal," and "Pompeii and Herculaneum."*

HON. C. S. SMART, - - - - - Commissioner Common Schools.  
*One Lecture, "Official Duties of Teachers."*

## EVENING ENTERTAINMENTS.

*The Physics of Harmony.*  
PROF. T. C. MENDENHALL.

*Select Readings, Etc.*  
PROF. R. B. MARSH.

The list for 1876 is as follows :

PROF. T. C. MENDENHALL, - Experimental Physics.  
HON. T. W. HARVEY, - - - Language and Theory and Practice.  
HON. W. D. HENKLE, - - - Mathematical Instruction.  
MISS DELIA A. LATHROP, - - Principles and Methods of Education.  
MRS. F. W. CASE, - - - - Primary Instruction.  
MRS. JOHN OGDEN, - - - - Kindergarten Practice.

These persons are too well known in Ohio and elsewhere to need any words of commendation. Their names are a sufficient guaranty to teachers, for the excellence of their instruction. The list for popular lectures for this year has not yet been selected.

We may be pardoned for introducing here, the following resolutions, passed at the close of the last session of the Normal Institute. They may be regarded as a fair exponent of public opinion respecting this feature of the school, and of its general management.

FROM THE SPRINGFIELD REPUBLIC.

The State of Ohio, as a State, makes no provision for the professional training of her teachers; hence this must be done, if done at all, either in neighboring States, or in institutions in our own State which are kept up by private enterprise.

Among the many schools established for this purpose, none more richly deserves the patronage of the teachers of the State than the Ohio Central Normal School at Worthington, Ohio.

This school is looked upon by the prominent educators of Ohio, as one of the very best in the State; one that is established upon the right basis; one whose influence for good is being felt wherever its teachers are found.

It was my privilege to be present at the annual Institute at Worthington, commencing July 7th and continuing five weeks, and I can say unhesitatingly that it was the most successful Institute ever held there. One hundred teachers were in attendance, and the instruction was of the best and most practical character. Prof. Mendenhall's lectures and experiments in physics, Mrs. Case's primary work, Prof. Orton's lectures on the geology of Ohio, Mr. Harvey's instruction in language, and the drill in elocution by Prof. Marsh, were all prominent features of the Institute. Daily discussions were held by the teachers in which matters of vital importance, relating to the theory and practice of teaching, were talked over and an interchange of views thus effected which must be profitable to all who participated therein. At the close of the Institute the following preamble and resolutions were unanimously adopted:

WHEREAS, We, teachers, having attended the Normal Institute at Worthington, Ohio, 1875, have been greatly benefitted by the practical instruction of the able educators to whom we have listened; and, whereas, we believe that Prof. Ogden, on account of his ability in, and



zeal and devotion to the cause of education, deserves the co-operation and support of the teachers of the State :

*Resolved*, That we do tender him our sincere thanks for this opportunity of availing ourselves of so much practical knowledge ; and that we wish him the largest success in his noble work.

*Resolved*, That we heartily indorse the management of this institution, and recommend it to any who wish to prepare themselves for teaching, as one giving thorough and practical training.

*Resolved*, That a copy of these resolutions be sent to the several county papers for publication.

This school is now under the management of Prof. John Ogden assisted by an able corps of instructors. The fall term commences early in September, and to teachers, who wish to better fit themselves for the work in which they are engaged, allow me to say, that they will find no place where the work can be done more thoroughly and satisfactorily than at Worthington.

The following circular, and "Synopsis of a Course of Study—both Academic and Professional—for Normal Schools" will convey a tolerably clear idea of the present and prospective purposes of the school :

## Ohio Central Normal School.

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*Thorough in its work, and Professional in its character.  
Modern in its methods, and modest in its claims.*

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### I.

#### ITS PURPOSES ARE.

1. To devote special attention to "Common and Higher Branches," making thorough scholars by systematic study and hard work, as an indispensable prerequisite to good teaching.

2. To impart sound and comprehensive views of the nature, design and scope of education and culture, by careful study of accredited authors on teaching; and by a course of Lectures, covering the entire ground of Didactics, general and special.
3. To study and practice such methods of School Organization, Teaching and Management, as shall conform, strictly to the nature of *Man*, as a *subject*, *knowledge* as a *means*, and *education* as an *end*. To facilitate these and kindred objects.

## II.

### THREE REGULAR COURSES OF STUDY

are adopted, suited to the corresponding grades of schools.

1. *Elementary Normal Course*, intended to prepare teachers for the common district school, and for lower grades of city schools.
2. *The English Normal Course*, for the larger districts and intermediate grades of city schools.
3. *The Classical Normal Course*, for higher grades and Superintendencies of city schools.

On the completion of any one of the above courses a corresponding Diploma will be awarded, which, it is hoped, will prove a passport to our best schools, both city and country.

This school will strive to be a model in all its departments, and a true exponent of the most advanced ideas of education and teaching.

## III.

### TERMS AND TUITION.

1. *Normal and Model Schools*.—

Fall Term, 12 weeks, prepaid at one time....\$11.00


Winter " 16 " " " " .... 15.00

Spring " 12 " " " " .... 11.00

2. *Kindergarten* —

Childrens' Course, 40 weeks, \$60.

Ladies' Course, 6 months, \$100.

 No additional charge to those taking full "Ladies' Course" in Kindergarten, who wish to pursue other studies in the Normal School.

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SYNOPSIS OF NORMAL SCHOOL COURSE.

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## I.

## ACADEMIC OR PREPARATORY.

1. *PHYSICAL SCIENCE*—

Geography, Physical and Civil.

Physiology and Natural History.

Botany and Geology.

Natural Philosophy and Chemistry.

2. *LANGUAGE*—

Reading and Orthography.

English Grammar and Analysis.

Rhetoric and Composition.

Latin, Greek, German and Music.

3. *MATHEMATICS*—

Arithmetic and its applications to Business

Algebra, Geometry and Trigonometry.

Surveying and Civil Engineering.

Mathematical Geography and Astronomy.

4. *HISTORY*—

State and United States.

General and Sacred.

Constitution and School Laws.

5. *PHILOSOPHY*—

Mental and Moral Science.  
 Political Economy and Logic.  
 General Literature and Ethics.

## II.

## NORMAL OR PROFESSIONAL.

1. *ANTHROPOLOGY, OR MAN*—

Mental Physiology, or the Relation of Mind to its  
 Material Organism.  
 Laws and Order of the Development of Faculties.  
 Sociology, or Growth of National and Social Order.

2. *KNOWLEDGE, OR SCIENCE*—

Educational Force or Value of the Various Kinds  
 of Knowledge.  
 Its Classification according to Nature and Use.  
 Arrangement into Courses of Study for Various  
 Grades of Schools.

3. *METHODS, OR APPLICATIONS*—

*General*—Organization and Management of Schools.  
 Study and Recitation, as applied to all  
 Grades.  
 Theses, Discussions and Criticisms.  
*Special*—Primary Instruction and Language Lessons.  
 Application of Methods to Common Branches.  
 Free-hand Drawing.  
 Object Lessons and Practice.

## OHIO UNIVERSITY.\*

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The history of the Ohio University dates from the first years of the Republic. The ordinance providing for its existence and support was passed by the Continental Congress in July, 1787, while the Constitutional Convention was still in session at Philadelphia. The provision thus made preceded the first encroachment of civilization upon the vast wilderness west of the Alleghenies, and was an integral part of the foundation laid for the political and social fabric which has since been reared in the North-west. It was secured through the agency of the Ohio Company. This association had been organized in Boston the previous year to purchase "lands in the Western Territory belonging to the United States, for the benefit of the Company, and to promote a settlement in that country." Its origin and success were mainly due to General Rufus Putnam and Rev. Manasseh Cutler, LL. D.,—the former having suggested and organized the Company and having led the first band of emigrants to the banks of the Ohio; the latter having conducted the necessary negotiations with the general Government.

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\*While the writer of this sketch has availed himself of all the original sources of information that were accessible to him, he desires to acknowledge his obligations to Walker's excellent History of Athens County, Ohio.



## RUFUS PUTNAM.

Rufus Putnam was a native of Sutton, Mass., and was born April 9, 1738. Having learned to read, and having by industry and self-denial obtained money enough to buy a spelling-book and an arithmetic, he succeeded in laying the foundation of very respectable acquirements. At fifteen he became the apprentice of a millwright at Brookfield. Here he continued his studies as well as he was able, and by the time his apprenticeship expired had made himself a fair English scholar.

In 1757 he enlisted as a private soldier and fought for the British king during the French and Indian War. At the beginning of the Revolution he entered the American army with the commission of a lieutenant colonel. The next year he was promoted to the rank of colonel, and appointed engineer; and before the close of the war he was commissioned as a brigadier-general.

About this time he joined a number of military officers in a petition to Congress for a grant of land in the West; and was recognized as the most prominent and influential among them in the effort to secure their object. "The signers expect," he wrote to General Washington, "that I will pursue measures to have it laid before Congress." In his correspondence with General Washington upon this subject, *appears, for the first time, the suggestion that the Government should provide endowments of land for education*:—"The whole tract is supposed to contain about seventeen million, four hundred and eighteen thousand, two hundred and forty acres, and will admit of seven hundred and fifty-six townships of six miles square, *allowing to each township three thousand and forty acres for the ministry, schools, waste land, rivers, ponds and highways.*" [Letter to Washington, June 16, 1783.] The effort, however, failed.

For some years after this, General Putnam filled the position of State surveyor and land agent; and when Congress

passed, May 20, 1785, an ordinance providing for the survey of the public lands, he was offered the appointment of surveyor. This he declined, as he could not enter upon the duties of the office without some delay. His friend General Tupper was therefore appointed "with authority to perform the duties of the office, until Mr. Putnam shall actually join the geographer and take the duties upon himself." [Journals of Congress, July 18, 1785.]

During the next winter Putnam and Tupper agreed to take steps toward the purchase of a large tract of Western land and the planting of a colony of emigrants on it. In pursuance of this agreement they published, January 25, 1786, an announcement of their purpose, and invited all persons who wished to join them in it to send delegates to meet at the Bunch of Grapes Tavern in Boston, Wednesday March 1, 1786, "then and there to consider and determine on a general plan of association."

At the meeting held in consequence of this notice, General Putnam was chosen to preside. He was also made chairman of the committee to draft a plan of organization. His name stands among those of the first directors; and when arrangements for emigration had been decided on, it was ordered "that General Rufus Putnam be the superintendent of all the business aforesaid, and he is to be obeyed and respected accordingly." By this action he was placed in the position of chief responsibility and power. He exercised the supreme authority on the westward journey, and in the affairs of the infant community, till the arrival of Governor St. Clair. He was the first judge of the court of common pleas appointed in the territory, and also the first judge of the courts of general quarter sessions. To him Dr. Cutler sent his draft for a charter of the University, and he was a trustee of the institution from the date of its origin to the close of his life. He died at Marietta, O., in 1824.

## MANASSEH CUTLER.

Manasseh Cutler was born at Killingly, Conn., May 3, 1742. At the age of twenty-three years he graduated at Yale, and at twenty-nine was settled over the church in Ipswich, Mass. He was soon recognized as a minister of ability and learning; but became even more widely known as a man of science. As a botanist, especially, he attained considerable distinction. He was elected a member of the American Academy of Arts and Sciences in 1781; a member of the Philosophical Society of Philadelphia in 1783; an honorary member of the Massachusetts Medical Society in 1784; received the degree of LL. D. from Yale college in 1789; was elected a member of the Massachusetts Historical Society in 1792, and was a representative in Congress in 1800-1802.

He appeared in Boston March 1, 1786, as a delegate to the meeting for the formation of the Ohio Company; was appointed one of the committee to draft a plan of organization; was chosen one of the first directors; and was selected by the directors to contract with Congress for the purchase of land. He actually conducted the whole business to its conclusion; though, toward the last, it assumed such proportions that he desired Major Sargent secretary of the Company, who was at that time in New York, to share the responsibility. Accordingly the contract was signed by both of them.

In 1788, after the first emigrants had made some progress in their settlement at Marietta, he spent a few weeks among them, and to the end of his life he never ceased to be their valued and influential counselor. He died in Massachusetts in 1820.

## ORDINANCES OF CONGRESS.

The contract of the Ohio Company for the purchase of land from Congress, comprehended as a basis, the congressional provisions for the government of the Northwest Territory. When the ordinance for this purpose had been pre-

pared, a copy of it was sent by the Committee to Dr. Cutler "with leave to make remarks and propose amendments." [Dr. Cutler's Journal, July 10, 1787.] He suggested several amendments, all of which were adopted, except one, and even in respect to that the ordinance was so modified as to conform more nearly to his wishes. He desired that emigrants to the Territory should not be subject to taxation by the national government, unless they enjoyed a full representation in Congress. The provision actually adopted was the result of a compromise.

A careful investigation of circumstances and a comparison of dates, renders it highly probable, if not certain, that the articles of compact with which the ordinance of 1787 concludes, were suggested, perhaps even written, by Dr. Cutler. They fell in with his designs, whereas it was plainly opposed to the immediate interest of the older States. "It was, of all things, the very means of rendering certain a vast emigration from her [New England's] own population to the West." [Webster's first speech on Foot's Resolution.] The evidence is especially strong that Dr. Cutler originated the third article, which declares that "religion, morality, and knowledge being necessary to good government and to the happiness of mankind, *schools and the means of education shall forever be encouraged.*" This ordinance, of which Mr. Webster said in 1830, "I doubt whether one single law of any lawgiver, ancient or modern, has produced effects of more distinct, marked, and lasting character," was passed July 13, 1787. On the 17th, Dr. Cutler returned from Philadelphia, where he had spent a few days, and the next day entered upon the special business to which the Company had appointed him. On the 23d, just ten days after the passage of the ordinance providing for the government of the Territory, another ordinance was passed fixing terms of sale for the tract afterwards purchased by the Ohio Company, and empowering the Board of Treasury to contract. This ordin-

ance not being entirely acceptable to Dr. Cutler, he and Major Sargent addressed a letter to the Board of Treasury, refusing to enter into contract, unless certain modifications were made in the terms. Finally, on the 27th, Congress passed a new ordinance, meeting the demands presented and insisted on with so much energy by Dr. Cutler.

In these ordinances it was provided that section sixteen in each township should be set apart for the support of schools; that section twenty-nine should be set apart for the support of religion; and that "*not more than two complete townships should be given perpetually for the purposes of an University, to be laid off by the purchaser or purchasers as near the center as may be (so that the same shall be of good land), to be applied to the intended object by the Legislature of the State.*"

Such, in its remote beginnings, was the origin of the Ohio University. It was the first example in the history of our country, of the establishment and endowment of an institution of learning by the direct agency of the general government. The honor of it belongs almost exclusively to Manasseh Cutler, and when we consider the influence which he has exerted, through the ordinances of July, 1787, upon the civilization of the Northwest, it is, perhaps, not too much to say, that to him, more than to any other individual, we are indebted for the prosperity, the freedom, and the intelligence of that extensive and populous region.

#### THE CONTRACT.

The contract was concluded October 27, 1787. By it the Ohio Company obtained optional possession of a body of land having for its southern boundary the Ohio river, for its eastern boundary the seventh range of townships, for its western boundary the eighteenth range of townships, and extending northward so far that a straight line running east and west would include a million and a half of acres, besides



the several townships and sections reserved or appropriated to specific purposes. Only half this amount, however, was ever paid for and controlled by them.

No time was lost in making an actual settlement. On the seventh of April, 1788, a colony, under the leadership of General Putnam, landed at the confluence of the Ohio and Muskingum rivers. A month before this event, at a meeting of the Company held in Boston, the directors were requested "to pay as early attention as possible to the education of youth and the promotion of public worship among the first settlers." Dr. Cutler was accordingly authorized to employ a suitable person as instructor. He soon afterwards secured the services of Rev. Daniel Story, and a school was organized at Marietta the ensuing winter.

#### UNIVERSITY LANDS SELECTED.

In 1795 the lands to be devoted to the support of the University were located. The townships selected were numbers eight and nine in the fourteenth range, now called Athens and Alexander. Gen. Putnam, who felt a deep interest in the proposed institution, used his influence to secure settlers for the college lands. The first families removed to them in 1797, and fixed their residence on and near the present site of the town of Athens, the seat of the University. Two years later, Dec. 18, 1799, the Territorial Legislature appointed Rufus Putnam, Benjamin Ives Gilman, and Jonathan Stone, "to lay off in the most suitable place within the townships, a town plat which should contain a square for the college; also, lots suitable for house lots and gardens for a president, professors, tutors, etc., bordering on or encircled by spacious commons, and such a number of town lots adjoining the said commons and outlots as they shall think will be for the advantage of the University." This work having been done, a resolution was adopted by the Legislature, Dec. 6, 1800, approving and accepting it. In that

year, also, Dr. Cutler sent to Gen. Putnam his draft of an incorporating act for the University. The first section gave to the institution the name of the American University, and in a letter which accompanied the draft, he said: "As the American Congress made the grant which is the foundation of the University, no name appeared to me more natural than *American University*. The sound is natural, easy and agreeable, and no name can be more respectable. There is a Columbian college and a Washington college, etc., already in the country, but no American college. I hope the name will not be altered."

It is evident from this passage that the founders of the University entertained large expectations of its future. The same fact is no less manifest from Dr. Cutler's comments on the eighth section of his draft. Speaking of a limitation of the income by the Legislature, he said: "Forty and fifty thousand dollars can not be too high, as it must be applied to one of the most useful and important purposes to society and to government. The sums sound large, but no one can say to what amount the income of the endowments of this University may arrive in time. The income of Oxford and Cambridge in England is much greater."

#### TERRITORIAL ACT OF 1802, ESTABLISHING THE UNIVERSITY.

In January, 1802, an act based on the draft of Dr. Cutler, was passed, entitled "an act establishing an University in the town of Athens." (1 sess., 2 G. A. T. 161.) Section 1 established and located the University under the name of the American Western University. Section 2 provided for the perpetual existence of "a body politic and corporate, by the name and style of 'The President and Trustees of the American Western University.'" Section 3 appointed the trustees, to-wit: Hon. Rufus Putnam, Joseph Gilman, Return Jonathan Meigs, Jr., Paul Fearing, Rev. Daniel Story, Griffin Greene, Robert Oliver, Ebenezer Sproat,

Dudley Woodbridge, and Isaac Pierce. Section 11 vested in the board of trustees "townships eight and nine in the fourteenth range for the sole use, benefit and support of the University, with full powers and authority to divide, subdivide, settle and manage the same, by leasing. \* \* \* \* \* *Provided*, that no lease shall be made for a longer term of time than twenty-one years." Section 14 exempted the college lands with the buildings that might be erected thereon from Territorial and State taxation.

#### ACT OF STATE LEGISLATURE ESTABLISHING THE UNIVERSITY.

Nothing was done to carry into effect the provisions of this act, and in 1804, February 18th, after the admission of Ohio into the Union, another act was passed, like the former in its main features, yet containing some important modifications (2 O. L. 205). Section 1 gave to the institution its present name, the Ohio University, and defined its object to be "the instruction of youth in all the various branches of liberal arts and sciences, the promotion of good education, virtue, religion and morality, and conferring all the degrees and literary honors granted in similar institutions." Section 2 provided for the corporate existence of the board of trustees, and made the Governor of the State a member of the board *ex officio*. Section 3 appointed as trustees Elijah Backus, Rufus Putnam, Dudley Woodbridge, Benjamin Tappan, Bazael Wells, Nathaniel Massie, Daniel Symmes, Daniel Story, Samuel Carpenter, James Kilbourne, Griffin Greene, Sen., and Joseph Darlington. The number of trustees was to be not less than ten nor more than fifteen. At present the legal number is twenty-one, of whom the Governor of the State and the President of the University are members *ex officio*; the others are nominated by the board and confirmed by the General Assembly. No political or religious tests are applied. Vacancies occur only by death, resignation, removal or expulsion. Section 11

provided for the subdivision of the college lands into tracts of not less eighty nor more than two hundred and forty acres; the valuation of them by three disinterested and judicious freeholders as in their original and unimproved state; and the leasing of the same "for the term of ninety years, renewable forever, on a yearly rent of six per centum on the amount of the valuation so made by the said freeholders; and the land so leased shall be subject to a revaluation at the expiration of thirty-five years, and to another revaluation at the expiration of sixty years, from the commencement of the term of each lease; which revaluation shall be conducted and made on the principles of the first, and the lessee shall pay a yearly rent of six per centum on the amount of the valuation so to be made; and forever thereafter on a yearly rent equal to and not exceeding six per centum of the amount of a valuation, to be made as aforesaid, at the expiration of the term of ninety years aforesaid. \* \* \* \* *Provided always*, that the corporation shall have power to demand a further yearly rent on the said lands and tenements, not exceeding the amount of the tax imposed on property of like description by the State."

Section 17 exempted the lands in the two townships, with the buildings on them, from all State taxes forever.

This act is the charter under which the institution was organized, and has ever since continued to operate.

The following year an act was passed (3 O. L. 79), modifying, in some respects, the law of 1804. In particular, it provided that the trustees should lease the lands for ninety-nine years, renewable forever, with a fixed annual rent of six per centum on the appraised valuation.

About 2,000 acres of this land have been sold in fee simple; the rest, amounting to more than 44,000 acres, is still vested in the University, but, being under perpetual lease it can never yield more than a scanty revenue.

## ATHENS.

The town of Athens, in which the University is located, contains nearly three thousand inhabitants. It is about twenty-five miles from the Ohio river, on the line of the Marietta and Cincinnati railroad, and at the southeastern terminus of the Columbus and Hocking Valley railroad. By these roads it is easily accessible from the eastern, western and central portions of the State.

## UNIVERSITY BUILDINGS.

The buildings are of brick, and are eligibly situated in the southeastern part of the town. The grounds contain ten acres, about one-third of which, lying in front, is covered with a handsome growth of trees, and an equal portion in the rear is reserved for recreation.

The number of buildings is three. The middle building was erected in 1817. It is eighty-two feet long by fifty wide, and is three stories high. It contains the library, the chemical and philosophical apparatus, the museum, three recitation rooms, two society halls, and fifteen dormitories. The wings are each sixty feet long by forty feet wide, and are three stories high. The east wing was completed in 1837, and contains one recitation room, the rest of it being devoted to dormitories. The west wing was completed in 1839, and contains the chapel and two recitation rooms, the remaining rooms being dormitories. The basement and attic of the middle building are both in use. Recent repairs have placed the buildings in a much improved condition.

The original building, called the Academy, was erected in 1808-9. It stood east of the present buildings and extended beyond the present enclosure. It was a two-story brick building, about twenty-four feet by thirty, containing one room on each floor. For ten years this was the only building belonging to the institution. After the college classes were organized, the lower room was occupied by the prepara-



tory department, while the upper one accommodated the apparatus. The building was removed many years ago.

#### FIRST INSTRUCTION.

In this building the first instruction of the institution was given. It was opened for the reception of students, June 1st, 1809. The course of instruction laid down by the board, June 9, 1808, consisted of "the English, Latin, and Greek languages, mathematics, rhetoric, logic, geography, natural and moral philosophy."

Rev. Jacob Lindley was the only teacher, and on the first day but three pupils were present, John Perkins, Brewster Higley, and Joel Abbott. Mr. Perkins is still living, a respected citizen of Athens.

#### JACOB LINDLEY.

Mr. Lindley, the preceptor, was born in Pennsylvania, June 13, 1774, graduated at Princeton in 1798, and was installed as pastor of the Presbyterian church in Waterford, O., in 1803. In 1805 he was appointed a trustee of the Ohio University. From 1808 to 1822 he was president of the board, and preceptor of the Academy; from 1822 to 1824, professor of rhetoric and moral philosophy; from 1824 to 1826, professor of mathematics. His connection with the board of trustees continued till 1838, when it was dissolved by reason of his removal to the State of Mississippi. He died in his native State, January 29th, 1857. In 1812 Artemas Sawyer, a graduate of Harvard, was employed as Mr. Lindley's assistant. In 1818 Joseph Dana was employed as professor of Latin and Greek.

The first degrees were conferred in 1815. Thomas Ewing and John Hunter, having completed the course of study, received, in that year, the degree of Bachelor of Arts.

## THOMAS EWING.

Mr. Ewing's name stands first on the roll of alumni, not only for this institution, but for the whole of Western America. He was born in Ohio Co., Va., Dec. 28, 1789. In 1792 his father removed to Ohio, residing first on the Muskingum river, near Waterford, and afterward in what is now Ames Tp., Athens Co. Having learned to read, he eagerly devoured the contents of the collection of books then recently purchased by the contributions of the neighbors who had organized among themselves the "Western Library Association," and which formed the pioneer public library of Ohio. In 1808 he went to the Kanawha salt works, where he earned money enough to support himself for a few terms at the Ohio University. Whenever his means were exhausted, he returned to Virginia and earned more. In this way he succeeded in completing his course.

In the summer of 1815 he removed to Lancaster, O., where he studied law, and in 1816 was admitted to the bar. His abilities were at once recognized, and his progress to professional success and distinction was uninterrupted. From 1831 to 1837 he was U. S. Senator from Ohio, and took a distinguished part in the discussions of that stormy period. In 1841 he was appointed Secretary of the Treasury. In 1849 he was made Secretary of the Interior. On the death of President Taylor, he retired from the cabinet; but, Mr. Corwin being appointed Secretary of the Treasury, Mr. Ewing re-entered the senate to complete Mr. Corwin's unexpired term. In 1851 he resumed the practice of law at Lancaster. He died Oct., 26, 1871.

## FACULTY ORGANIZED.

A full faculty was organized in 1822. Rev. James Irvine, A. M., was chosen president, and professor of mathematics; Rev. Jacob Lindley, professor of rhetoric and moral philosophy; Joseph Dana, of languages; and Henry D. Ward.

preceptor. The next year Rev. Samuel D. Hoge was appointed professor of natural sciences. The other presidents have been—Rev. Robert G. Wilson, D. D., 1824–39; Rev. William H. McGuffey, D. D. LL. D., 1839–43; Rev. Alfred Ryors, D. D., 1848–52; Rev. Solomon Howard, D. D. LL. D., 1852–72; William H. Scott, A. M., 1873 to the present time.

REV. JAMES IRVINE, A. M.

the first president of the Ohio University, was born in Washington County, New York. Immediately after his graduation at Union College, he was elected professor of mathematics in the university in 1831; and in the following year became the president. Owing ill-health, he was the next spring allowed leave of absence, and never returned to his post. He lived for a time in New York City, and was afterward settled as pastor over a Presbyterian congregation in West Hebron, New York.

REV. ROBERT G. WILSON, D. D.,

was a native of North Carolina, and was born Dec. 30, 1768. He graduated at Dickinson College, Carlisle, Pa., and after studying theology, was ordained to preach May 22, 1794. He spent the first ten or eleven years of his ministry in Abbeville district, S. C.; removed thence, in 1805, to Chilli-cothe, O., where he was for nineteen years pastor of the Presbyterian Church. In 1824, he was elected president of the Ohio University, and during the next fourteen years administered its affairs with ability and success. In 1838, at the age of seventy, he resigned his position. He continued to preach for about nine years. The last four years of his life were spent in the family of his daughter, Mrs. Mary W. Irwin, at South Salem O., where he died April 17, 1851.

## WILLIAM HOLMES MCGUFFEY, D. D., LL. D.,

was born in Washington County, Penn., September 23d 1800. When he was but a child, his parents removed to Trumbull County, Ohio. He prepared himself for college, and entered Washington College, Penn., of which Dr. Wiley was at the time President. In March 1826, he was elected professor of ancient languages in Miami University, Ohio: and in 1832, he was transferred to the chair of Mental Philosophy.

He was licenced as a minister of the Presbyterian Church in 1829. In 1836, he was chosen President of Cincinnati College. This position he held until chosen President of the Ohio University in 1839.

In 1843, he returned to Cincinnati, and taught in the Woodward High School. In 1845, he was chosen Professor of Moral Philosophy in the University of Virginia, where he continued until his death, May 4th, 1873.

He was author of McGuffey's Eclectic Readers and Spelling Book, perhaps the most popular and useful books of the kind ever published. At the time of his death he was engaged in preparing for the press a work on Mental Science, but it was not left in shape for publication.

## REV. ALFRED RYORS, D. D.

Rev. Alfred Ryors, D.D., was born in Philadelphia, June 28, 1812. Being left an orphan at a very early age, he was received into the family and select school of Rev. Robert Steel, D. D., at Abington, Pa. He graduated at Jefferson College, Pa., in 1835. The next year he was tutor in Lafayette College, and in May, 1836, he was elected professor of mathematics in the Ohio University. He entered upon the duties of his professorship the next autumn, and remained till 1844. In that year he was called to the same chair in Indiana State University. In 1848 he was elected president of the Ohio University, and filled the office for four years.

In 1852 he resigned, and the following year became president of Indiana University. At the end of a year he accepted the chair of mathematics in Center College, Ky., where he remained till the time of his death, May 8th, 1858.

REV. SOLOMON HOWARD, D. D., LL. D.,

was born in Cincinnati, November 11, 1811. At 22 he graduated at Augusta College, Kentucky. He was elected to a professorship in St. Charles College, Mo. He entered the Ohio Conference of the M. E. Church in 1835; was elected principal of the preparatory department of the Ohio Wesleyan University in 1843, and principal of Springfield High School in 1845. On leaving this position he became president of Springfield Female College; and in 1852 was elected president of the Ohio University. He retained this office till 1872, when, on account of ill-health, he resigned. He died at San Jose, Cal., June 9, 1873.

THE PROFESSORSHIPS

Have been filled as follows: The Chair of Mental and Moral Science by Rev. Jacob Lindley, A. M., 1822-4, and since that time by the successive Presidents.

The Chair of Ancient Languages by Joseph Dana, A. M., 1818-19 and 1822-35; Rev. John B. Whittlesey, A. M., 1819-21; Daniel Read, A. M., 1836-38, (Latin and Political Economy), 1838-43; Rev. Elisha Ballentine, A. M., (Greek), 1838-40; Rev. John M. Stephenson, A. M., (Greek), 1840-42; James I. Kuhn, A. M., (Greek), 1842-44; Rev. Aaron Williams, D. D., 1844-53; Rev. Addison Ballard, A. M., (Latin), 1848-52; Rev. E. E. E. Bragdon, A. M., 1853-54; Rev. Clinton W. Sears, A. M., 1854-55; Rev. John M. Leavitt, A. M., 1855-57; Rev. Robert Allyn, A. M., 1857-59; Wm. H. Young, A. M., 1859-69; Rev. Wm. H. Scott, A. M., (Greek), 1869-72; Rev. A. C. Hirst, A. M., (Latin), 1869-70; Rev. John L. Hatfield, A. M., (Latin), 1870-72; (Latin and Greek), 1872 to the present.



The Chair of Mathematics by Rev. James Irvine, A. M., 1821-24; Rev. Jacob Lindley, A. M., 1824-26; Wm. Wall, A. M., 1827-36; Rev. Alfred Ryors, A. M., 1836-44; Rev. L. D. McCabe, A. M., 1844-45; Rev. Wm. J. Hoge, A. M., (Mathematics and Rhetoric), 1848-51; Rev. Addison Ballard, 1852-54; Rev. John M. Leavitt, A. M., 1854-55; Wm. H. Young, A. M., 1855-59; Eli T. Tappan, A. M., 1859-60; Rev. R. A. Arthur, A. M., 1861-64; Eli T. Tappan, A. M., 1864-68; W. H. G. Adney, A. M., 1869-72; Rev. Daniel M. Blair, A. M., (*pro tem.*) 1872-73; Russell S. Devol, A. M., 1873 to the present.

The Chair of Natural Sciences by Rev. Samuel D. Hoge, A. M., 1823-26; Thomas M. Drake, M. D., 1827-34; Rev. Frederick Merriek, A. M., 1833-42; Wm. W. Mather, A. M., 1842-50; Rev. Joseph S. Tomlinson, D. D., 1851-52; Rev. James G. Blair, M. D., D. D., 1852-64; Rev. Alex. S. Gibbons, A. M., 1864-72; W. H. G. Adney, A. M., 1872-73; J. McC. Martin, A. M., 1873 to the present.

The Chair of History and English Literature by Rev. Randolph Stone, A. M., 1838-39, and by Rev. Wells Andrews, A. M., 1840-42.

The present faculty consists of William H. Scott, A. M., president, and professor of mental and in moral science; Rev. John L. Hatfield, A. M., professor of Greek and Latin languages; J. McC. Martin, A. M., professor of natural science; Russell S. Devol, A. M., professor of mathematics; and Rev. John A. White, A. B., principal of the preparatory department.

#### COURSES OF STUDY.

Two courses of study are laid down—the classical and the scientific. The requirements for admission to the classical course are,—arithmetic, algebra to complete quadratics; physical and political geography; history of the United States and of England; English grammar; Harkness's Latin grammar and reader, Cæsar, Sallust, Virgil's *Bucolics*, Latin prose composition; Hadley's Greek grammar and

Boise's First Lessons, Anabasis, Iliad and Greek prose composition.

The requirements for admission to the scientific course are the same, except that no algebra or Greek is required, and but one year of Latin.

## COURSES OF STUDY.

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### I. CLASSICAL.

#### FRESHMAN.

*First Term.*—Algebra, Virgil's *Æneid*, Xenophon's *Cyropædia*, Latin and Greek Prose Composition.

*Second Term.*—Plane Geometry, Cicero's Orations, Herodotus, Latin and Greek Prose Composition, History of Greece.

*Third Term.*—Solid Geometry and Logarithms, Horace's Odes, Xenophon's *Memorabilia*, Latin Prose Composition, History of Greece.

#### SOPHOMORE.

*First Term.*—Plane Trigonometry and Surveying, Livy, Plato, History of Rome, Physiology.

*Second Term.*—Spherical Trigonometry and Navigation, Cicero de Oratore, Plato, History of Rome, Zoology.

*Third Term.*—Analytical Geometry, Horace's Epistles, Demosthenes de Corona, Botany.

#### JUNIOR.

*First Term.*—Chemistry, Rhetoric, English Literature.  
*Elective:* Calculus, Germania and Agricola, German.

*Second Term.*—Chemistry, Physics, Psychology. *Elective:* Thucydides, German.

*Third Term.*—Physics, Mineralogy, Psychology. *Elective:* Tacitus' History, German.

### SENIOR.

*First Term.*—Astronomy, Geology, Moral Science, Logic.

*Second Term.*—Astronomy, Political Economy, International Law, Butler's Analogy.

*Third Term.*—A Greek Tragedy or a Latin Comedy, History of Philosophy, History of Civilization, Constitution of the United States.

## II. SCIENTIFIC.

### FRESHMAN.

*First Term.*—Algebra, Cæsar, Physiology.

*Second Term.*—Algebra, Sallust, Zoology.

*Third Term.*—Algebra, Virgil's Bucolics, Botany.

### SOPHOMORE.

*First Term.*—Algebra, Virgil's Æneid, Latin Prose Composition, Chemistry, English Literature.

*Second Term.*—Plane Geometry, Cicero's Orations, Latin Prose Composition, Chemistry.

*Third Term.*—Solid Geometry, Horace's Odes, Latin Prose Composition, Mineralogy.

### JUNIOR.

*First Term.*—Plane Trigonometry and Surveying, Livy, Rhetoric. *Elective:* Germania and Agricola, German.

*Second Term.*—Spherical Trigonometry and Navigation, Physics, Psychology. *Elective:* Cicero de Oratore, German.

*Third Term.*—Analytical Geometry, Physics, Psychology. *Elective:* Tacitus' History, German.

### SENIOR.

*First Term.*—Astronomy, Geology, Moral Science, Logic.

*Second Term.*—Astronomy, Political Economy, International Law, Butler's Analogy.

*Third Term.*—Horace's Epistles, History of Philosophy, History of Civilization, Constitution of the United States.

### DEGREES.

The degree of Bachelor of Arts is conferred on those who finish the entire classical course, and pass satisfactory examinations. The degree of Master of Arts is conferred, on the payment of the usual fee, upon every Bachelor of Arts of three years' standing, who has sustained a good moral character and has pursued professional or scientific studies during that period.

The degree of Bachelor of Science is conferred on those who complete the scientific course. The degree of Master of Science is conferred on Bachelors of Science under the same conditions prescribed for the degree of Master of Arts.

The whole number of degrees conferred has been—

#### 1. *In Course:*

Bachelors of Science.....	43
“ “ Arts.....	255
Masters “ “ .....	215

#### 2. *Honorary:*

Bachelors of Arts.....	6
Masters “ “ .....	42
Doctors of Divinity.....	15
“ “ Laws.....	4

## A L U M N I.

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The University, her age being considered, does not boast a long list of graduates; but of their character she may justly be proud. They are to be found among the able, self-reliant, successful men in every department of society. The following is a complete catalogue:

1815.

THOMAS EWING,  
JOHN HUNTER.

1816.

GILES SAMUEL BOOTH HEMPSTEAD,  
SOLOMON STODDARD MILES,  
JACOB PARKER.

1819.

HENRY PERKINS.

1820.

JOHN HUNT.

1822.

ARCHIBALD GREEN BROWN,  
JOSEPH DANA,  
LUCIUS VERUS BIERCE.

1823.

JOHN McDONALD,  
FRANKLIN PUTNAM,  
WILLIAM P. SKINNER.

1824.

JOHN T. BRAZEE,  
SAMUEL MCFARLAND BROWNING,  
SAMUEL D. KING,  
DANIEL LINDLEY,  
SAMUEL WESTCOAT ROSE,  
DANIEL V. MCLEAN,  
DANIEL READ.

1825.

SAMUEL BIGGER,  
CALVIN NOYCE RANSOM,  
GEORGE WILLIAM SUMMERS,  
GEORGE WASHINGTON WARNER.

1826.

HIRAM R. HOWE,  
LEVI KEYES,  
LUTELLUS LINDLEY,  
EZRA WALKER.

1827.

JONATHAN CABLE,  
EDMUND W. SEHON,  
WILLIAM RICE PUTNAM.

1828.

RICHARD E. ADAMS,  
ELISHA BALLENTINE,  
JOHN MARSHALL CREED,  
JAMES MCELHENNY,  
GEORGE REBER,  
ALEXANDER W. MCCOY.  
JAMES RICHMOND STANBERRY,  
JOHN WISE TAYLOR,  
JOSEPH M. TRIMBLE,  
JOHN NEWTON TEMPLETON.

1829.

WILLIAM MCKENDREE BANGS,  
HENRY BALLENTINE,  
OSCAR WALKER BROWN,  
HOMER J. CLARK,  
CHARLES C. CONVERS,  
JAMES DUNLAP,  
CHARLES C. HILDRETH,  
GEORGE O. HILDRETH,  
ISAAC HOGE,  
NATHANIEL CLARK READ,  
WILLIAM SCOTT.



1830.

CHARLES PITT BROWN,  
GEORGE WASHINGTON KELLEY,  
AMOS MILLER,  
CHARLES MATTHEWS,  
SAMUEL PRINCE ROBBINS,  
CHARLES T. SHERMAN,  
JOHN STEEL,  
SAMUEL WILSON.

1831.

THOMAS CREIGH,  
JAMES CULBERTSON,  
DAVID G. DEVORE,  
JOHN M. HOWE,  
JOSEPH TAYLOR IRWIN,  
WILLIAM MCCOY,  
PARADISE LYNN MCABOY,  
JOHN R. OSEBORNE,  
LAWSON WILSON,  
JOHN M. WILSON,  
DUDLEY WOODBRIDGE,  
JOHN W. WRIGHT,  
WILLIAM PITT CREED.

1832.

LEWIS A. ALDERSON,  
JOSEPH W. PATTEN,  
ELIAS VAN DEMAN,  
JONATHAN PERKINS WEETHEE.

1833.

EBENEZER BUCKINGHAM,  
EBENEZER GRANVILLE CURRIER,  
WILLIAM DANA EMERSON,  
LELAND R. MCABOY,  
ANDREW PARKES,  
WILLIAM REBER,  
CHARLES SLOANE SKINNER,  
CAREY A. TRIMBLE.

1834.

ADDISON COFFEE,  
ANDREW H. CALDWELL,  
GEORGE WASHINGTON MOORE,  
ANASA READ,  
LAFAYETTE W. WILSON,  
WILLIAM McELHENNY.

1836.

EDGAR THOMAS BROWN,  
PHILANDER LATHROP CABLE,  
ISAAC NEWTON TAYLOR,  
CHAUNCEY PERKINS TAYLOR.

1837.

JAMES C. MACCRACKEN,  
ALEXANDER MCPHERSON,  
ELIPHAZ PERKINS PRATT,  
NATHAN B. PURINTON,  
RICHARD GRIFFITH.

1838.

MOSES ANDREW HOGE.

1839.

WILLIAM WALLACE BIERCE,  
JOHN E. ANDERSON,  
G. W. A. CLOUGH,  
E. F. CHESTER.

1840.

JAMES H. COUCH,  
JOHN JAMES HOGE,  
IRA MARSH,  
JAMES D. MILLER,  
THOMAS G. MITCHELL,  
DAVID H. PUTNEY,  
JOHN WILSON,  
LUMEN N. ALLEN.

1841.

JOSEPH T. LEWIS.

1842.

JAMES DUCKETT JOHNSON,  
JOHN HENRY PRATT,  
HENRY WILLAM TAYLOR,  
SOLOMON W. SHEPHERD.

1843.

JOHN MILTON BUSH,  
JOHN CALHOUN CULBERTSON,  
ROBERT HARVEY GILMORE,  
DAVID CONVERS GODDARD,  
WILLIAM JAMES HOGE,  
JOHN BLAIR HOGE,  
LORENZO DOW MCCABE,  
ALEXANDER L. OLIVER,  
DAVID P. RUCKMAN,  
JEFFERSON PRICE SAFFORD.

1844.

JOHN M. CHRISTIAN,  
ROBERT WILSON PRATT,  
JAMES MERRILL SAFFORD,  
ROBERT WOODROW,  
JAMES A. STIRRATT.

1845.

BENJAMIN DODDRIDGE BLACKSTONE,  
AARON HULL  
A. L. S. BATEMAN,  
DON CARLOS CULLEY,  
ROBERT STEWART FULLERTON,  
JAMES H. HEY.

1850.

ARCHIBALD DOUGLAS BROWN,  
DE WITT CLINTON LOUDON.

1851.

WILLIAM WHITNEY BALLARD,  
HUGH JAMES CAMPBELL.

1852.

HUGH W. GUTHRIE,  
FRANCIS HERRON WILLIAMS.

1853.

JOHN ANDERSON,  
JOSEPH CARTER CORBIN,  
SAMUEL FRED DUNLAP,  
ERASTUS ALEXANDER GUTHRIE,  
HENRY FORCE MILLER,  
OLIVER PERRY SHIRAS,  
CHARLES MANNING WALKER,  
WILLIAM HENRY YOUNG.

1854.

EDWARD L. JOHNSON,  
EDWARD W. MULLIKIN,  
THOMAS OGDEN OSBORNE.

1855.

JAMES K. BLACK,  
ELIJAH C. DIMMIT,  
TURNER M. MARQUART, (B. S.),  
SAMUEL WURTS KING, (B. S.),

1856.

PERLEY BYSSHE DAVIS,  
EDWARD HARVEY GUTHRIE,  
JACOB KREIDER MOWER,  
THOMAS CARLETON, (B. S.).

1857.

NEWTON ISAAC BEHAN,  
ULYSSES WESLEY FLESHER,  
ADAM CLARKE DYAS,  
ELIAS MILLEN STANBURY,  
STEPHEN MEGETH BEARD, (B. S.),  
JOHN GALLOWAY MCGUFFEY, (B. S.),  
EVAN FRANKLIN BANES, (B. S.).

1858.

FRANCIS D. CARLEY,  
SAMUEL A. KISTLER,  
ROBERT H. MCGONAGLE,  
JAMES W. MURPHY,  
JOHN N. PILCHER,  
B. B. SHEFFIELD,  
WM. L. HINDMAN, (B. S.).

1859.

HUGH BOYD,  
ALBAN DAVIES,  
JAMES H. GARDNER,  
J. M. GOODSPEED,  
FINDLEY R. HANNA,  
WM. R. SMITH, (B. S.),  
CHARLES S. SMART, (B. S.).

1860.

W. H. G. ADNEY,  
HARRISON GILLILAND,  
DAVID H. MOORE,  
SPICER H. PATRICK,  
JASPER A. SMITH, (B. S.).

1861.

EARL CRANSTON,  
JAMES E. LAPSLEY,  
CHARLES W. STEWART,  
EDMUND SHEFFIELD,  
J. J. K. WARREN,  
BARKLEY COOPER, (B. S.),  
WM. W. COOPER, (B. S.),  
LEONIDAS M. JEWETT, (B. S.),  
BENJAMIN F. MIESSE, (B. S.),  
CHARLES TOWNSEND, (B. S.),  
HUGH TOWNSEND, (B. S.).

1862.

GEORGE E. BLAIR,  
JEFFERSON BOOTH,  
ROBERT R. BROWN,  
FRANKLIN B. BUCHWALTER,  
JEFFERSON B. CLAYTON,  
JOHN L. HATFIELD,  
HIRAM C. MARTIN,  
WM. H. SCOTT,  
LUCIUS C. WRIGHT.

1863.

DANIEL M. BLAIR,  
JOHN H. BAWDEN,  
CHARLES H. COLLIER,  
DANIEL W. CORNELL,  
SILAS PRUDEN,

J. ALBERT RICH,  
JOHN W. SHOWALTER,  
ANTHONY H. WINDSOR.

1864.

CHARLES W. CLIPPENGER,  
JOHN R. SCOTT,  
HOMER WRIGHT,  
AUSTIN W. VORHES,  
JOHN A. HUNTER, (B. S.),  
MORRIS H. MIESSE, (B. S.).

1865.

HENRY T. ATKINSON,  
WM. W. DEVERELL,  
WESLEY OTIS YOUNG.

1866.

WM FLETCHER BOYD,  
JOSEPH F. LUKENS,  
WM. C. OLIPHANT,  
CHARLES S. SMART,  
GEORGE R. STANLEY,  
WM. T. PATTERSON, (B. S.),  
JULIUS S. SMITH, (B. S.).

1867.

GEORGE W. BOYCE,  
JOHN P. DANA,  
CYRUS O. FRENCH,  
ANSELM T. HOLCOMB,  
CRUGER W. SMITH.

1868.

DAVID W. DELAY,  
ALEX. C. GIBSON,  
BENJAMIN N. SANDERS,  
THOMAS G. WAKEFIELD,  
ROBERT W. ERWIN, (B. S.),  
THOMAS J. HARRISON, (B. S.).

1869.

JOHN W. DOWD,  
WM. S. EVERSOLE,  
RICHARD A. HOFFMAN,  
THOMAS L. HUGHES,  
JOHN B. LASH,  
EDSON B. MIESSE,  
WM. H. MINNICH,  
ARCHELAUS A. STANLEY,  
AUGUSTIN BOICE, (B. S.),  
H. M. LASH, (B. S.),  
JOHN L. McMASTER, (B. S.),  
WESLEY A. SMITH, (B. S.).

1870.

WM. B. CARPENTER,  
CHARLES F. CREIGHTON,  
RUSSELL S. DEVOL,  
DAVID P. GUTHRIE,  
THOMAS J. HARRISON,  
WM. H. HALL,  
FRANCIS B. HORN BROOK,  
THOMAS C. ILIFF,  
JOHN C. JACKSON,  
GEORGE E. WELLS,  
PHILIP ZENNER,  
JOHN T. DUFF, (B. S.),  
GEORGE G. PARKEE, (B. S.).

1871.

HENRY W. COULTRAP,  
DAVID J. EVANS,  
WM. D. LASH,  
ALBERT J. MICHAEL,  
JOHN W. RUTLEDGE,  
THOMAS BLACKSTONE, (B. S.).

1872.

WM. W. GIST,  
CLEMENT R. LONG,  
PHILIP S. GOODWIN, (B. S.),  
VERNON C. STIERS, (B. S.),  
GEORGE R. WALKER, (B. S.).

1873.

MARGARET BOYD,  
JOHN M. DAVIS,  
CHARLES H. DIXON,  
RIPLEY H. KINNISON,  
MOSES J. MORGAN,  
FRANK O. BALLARD, (B. S.).

1874.

CHARLES A. ATKINSON,  
EUGENE B. JEWETT,  
JOHN A. WHITE,  
DAVID C. CASTO, (B. S.),  
JOHN W. MAGUIRE, (B. S.).

1875.

HERMANN F. ACKER,  
WM. BAUMANN,  
FLETCHER S. COULTRAP,  
EBER C. DE STEIGUER,  
WM. S. HUDSON,  
JOSIAH W. LASH,  
GEORGE W. MARTIN,  
CALVIN S. WELCH.

YEAR.	Preparatory Department.	UNDERGRADUATES.								Number Graduated.
		FRESHMEN.		SOPHOMORES.		JUNIORS.		SENIORS.		
		Classical.	Scientific.	Classical.	Scientific.	Classical.	Scientific.	Classical.	Scientific.	
1815.....	.....	.....	.....	.....	.....	.....	.....	2	.....	2
1816.....	.....	.....	.....	.....	.....	.....	.....	3	.....	3
1819.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1
1820.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1
1822.....	.....	.....	.....	.....	.....	.....	.....	3	.....	3
1823.....	.....	.....	.....	.....	.....	.....	.....	3	.....	3
1824.....	.....	.....	.....	.....	.....	.....	.....	7	.....	7
1825.....	.....	.....	.....	.....	.....	.....	.....	4	.....	4
1826.....	.....	.....	.....	.....	.....	.....	.....	4	.....	4
1827.....	.....	.....	.....	.....	.....	.....	.....	3	.....	3
1828.....	.....	.....	.....	.....	.....	.....	.....	10	.....	10
1829.....	.....	.....	.....	.....	.....	.....	.....	11	.....	11
1830.....	.....	.....	.....	.....	.....	.....	.....	8	.....	8
1831.....	.....	.....	.....	.....	.....	.....	.....	13	.....	13
1832.....	.....	.....	.....	.....	.....	.....	.....	4	.....	4
1833.....	.....	.....	.....	.....	.....	.....	.....	8	.....	8
1834.....	.....	.....	.....	.....	.....	.....	.....	6	.....	6
1835.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1836.....	.....	.....	.....	.....	.....	.....	.....	4	.....	4
1837.....	.....	.....	.....	.....	.....	.....	.....	5	.....	5
1838.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1
1839.....	.....	.....	.....	.....	.....	.....	.....	4	.....	4
1840.....	.....	.....	.....	.....	.....	.....	.....	8	.....	8
1841.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1
1842.....	.....	.....	.....	.....	.....	.....	.....	4	.....	4
1843.....	.....	.....	.....	.....	.....	.....	.....	10	.....	10
1844.....	.....	.....	.....	.....	.....	.....	.....	5	.....	5
1850.....	.....	.....	.....	.....	.....	.....	.....	2	.....	2
1851.....	37	10	.....	10	.....	5	.....	2	.....	2
1852.....	.....	.....	.....	.....	.....	.....	.....	2	.....	2
1853.....	61	25	.....	6	.....	2	.....	8	.....	8
1854.....	80	43	.....	13	.....	3	.....	3	.....	3
1855.....	91	43	.....	23	.....	12	.....	2	.....	2
1856.....	100	20	20	10	.....	4	5	3	3	4
1857.....	125	17	13	6	7	9	2	4	4	7
1858.....	135	16	12	7	7	5	2	7	1	9
1859.....	91	24	19	11	9	4	4	5	2	7
1860.....	84	19	13	12	8	5	4	4	5	5
1861.....	79	15	19	11	5	13	4	5	7	11
1862.....	62	15	4	11	5	6	3	9	1	9
1863.....	64	7	10	8	5	3	6	8	.....	8
1864.....	86	14	5	5	4	7	3	4	6	7
1865.....	86	5	3	6	2	5	2	3	.....	3
1866.....	189	12	14	5	9	6	1	5	2	7
1867.....	100	18	18	13	12	4	4	7	.....	7
1868.....	55	19	17	9	5	8	9	4	.....	5
1869.....	67	8	6	9	7	8	3	8	2	6
1870.....	61	6	8	6	2	5	4	11	2	12
1871.....	67	9	11	6	10	5	7	5	1	18
1872.....	54	21	9	6	3	8	2	2	4	6
1873.....	56	15	5	8	2	4	3	6	1	5
1874.....	68	11	2	5	1	10	2	3	2	7
1875.....	62	11	9	8	3	7	.....	8	2	5
1876.....	54	6	6	10	3	6	8	7	.....	8

## EXPENSES.

The term fees are: Tuition, \$10.00; room rent, \$3.00 or \$4.00; and contingent fee, \$3.00.

In the preparatory department the charge for tuition is \$6.00. The other fees in this department are the same as in the college classes.

One student from each county of the State is admitted free of charge for tuition. Any one desiring to have the benefit of a county scholarship must receive his appointment to it from the Auditor and Commissioners of the county, and obtain from them a certificate stating that he is of good moral character and an actual resident of the county from which he is sent.

## RELIGIOUS INFLUENCE.

The University is not sectarian, and no effort is made to inculcate the doctrines of any particular creed or denomination; but care is taken to promote sound and healthy religious sentiments. Students are required to be present at prayers in the chapel every morning; and a lecture is delivered in the chapel every Sabbath afternoon, at which attendance is also required.

## PREPARATORY DEPARTMENT.

The preparatory department was organized in 1822, at the same time with the various collegiate departments. The successive principals have been: Henry D. Ward, A. M., 1822-24; A. G. Brown, A. M., '24-25; Daniel Read, A. B., '25-36; Wells Andrews, A. M., '37-40; Rev. Amos Miller, A. M., '44-45; Rev. Aaron Williams, A. M., '45-47; Rev. O. M. Spencer, A. M., '51-52; Rev. James F. Given, A. M., '52-54; W. H. Young, A. B., '54-55; Francis Brown, A. M., '55-59; Hugh Boyd, A. B., Tutor in Mathematics, '59-60; Edward H. Guthrie, A. M., Tutor in Languages, '59-60; E. H. Guthrie, Principal, '60-64; Wm. H. Scott, A. B., '64-65; W. H. G.



Adney, A. M., '65-69; Rev. John M. Davis, A. B., '73-74; Rev. John A. White, A. B., '74-76.

The studies prescribed are those enumerated above as required for admission to the college classes.

While this department is specially designed to prepare students for the regular courses of the College department, students are also received who may wish to pursue elementary studies, even though they may have no intention of entering upon one of the higher courses.

Candidates for admission must furnish satisfactory evidence of good character, and must pass an examination in arithmetic to percentage, English grammar to syntax, geography, and all studies of the course lower than those which they wish to pursue.

#### LIBRARIES.

The college library contains between 4000 and 5000 volumes. In the first years of its history it received many valuable books by donation. One donation, made by General Putnam and a royal donation from England were of special importance. The latter, received in 1834, was estimated at £200., and included complete editions of standard authors in classical, historical, scientific and theological literature, amounting in all to more than 70 volumes.

The institution has no library fund, and therefore the growth of the library is neither rapid nor uniform; yet a few good books are placed in it every year.

The libraries of the literary societies contain about 2500 volumes, and are receiving considerable additions.

#### APPARATUS AND CABINET.

The department of natural science possesses apparatus estimated at \$1,000, and collections in botany, zoology, mineralogy, and geology estimated at about \$2,000.

## SOCIETIES.

There are two literary societies connected with the University—the Athenian founded in 1819 and the Philomathean founded in 1822. The former has had a total membership of 1312, and the latter of 1273. The Athenian library contains nearly 1200 volumes, the Philomathean nearly 1400.

## PROSPECTS.

Earnest efforts are now being made to increase the endowment of the institution, and there is ground for hope that its future will be worthy of its origin and early history.

## HISTORICAL SKETCH

OF THE

# Ohio Wesleyan Female College,

DELAWARE, OHIO.

In a short period after the organization of this institution, the Board of Trustees with a wise fore-thought requested its President, Dr. R. Hills, to prepare for permanent record, a sketch of the incipient measures resulting in its organization. From this very interesting record, found in the first volume of proceedings of the Board, the following condensation and extracts are made.

“The rapid progress in the growth of the O. W. University, and consequent influx of a population, often of entire families, for educational purposes, and the desire of others from abroad to have their sons and daughters associated as nearly as may be, in their educational efforts, made it very desirable that, with an institution for young men, there should be one for young women.

“The first movement to supply this want was an individual effort, made by Rev. Wm. Grissell, who, with his wife and a corps of assistants, occupied an old frame building on Hill st.

This school opened in September, 1850, with fine prospects, the pupils soon numbering more than one hundred.

At the end of the second year the idea of a college for young women, with an elegant and suitable location, began to take hold of public opinion. Meetings were called, educational matters discussed, and various plans suggested ; the result of which was the purchase, through the agency of Dr. R. Hills, of a lot containing seven acres, whereon the present building now stands.

In March 1853, the necessary steps were taken to have the college incorporated under the statute laws of Ohio. The certificate of incorporation was presented for record April 1st. The incorporators were R. Hills, W. L. Harris, J. C. Evans, W. G. Williams, A. A. Welch, and fifteen others.

The Articles of Association were reported April 1st, 1853, having been signed by the majority of the incorporators. From the Articles of Association we quote :

ART. 1ST. The institution shall be called the Ohio Wesleyan Female College, and shall be located in the town of Delaware, county of Delaware, State of Ohio.

ART. 2D. The college shall be conducted on the most liberal principles, accessible to all religious denominations, and open for the education of young women in general ; but shall ever be under the supervision of the Methodist Episcopal Church of Ohio.

ART 9TH. If the Conference or Conferences patronizing the Ohio Wesleyan University located in Delaware, Ohio, shall at any future time recommend the union of the two institutions so far as can legally be effected, then the Trustees of this college, on their part, shall proceed to take such steps as may be legal and necessary to accomplish this object.

Prof. W. G. Williams was appointed to devise a seal for the use of the college.

For immediate use, it was resolved that the eagle side of a half dollar piece, United States coin, be the seal of the college until further order of the Board.

Prof. Williams subsequently reported a circular design

with the legend "Ohio Wesleyan Female College, 1853," around the margin, and within the margin the motto "ECCLESIE ET FAMILIE," meaning "For the Church and the Family," and within the center an open book with the inscription "HOLY BIBLE," with illuminating rays from the Bible.

This was adopted and ordered to be engraved.

On June 6th, 1853, a committee of five members was appointed to attend the next session of the North Ohio Conference to be held in Mt. Vernon, O., on the 24th of August, following, to proffer to the Conference, the property of the said O. W. Female College, on the terms set forth in the Articles of Association of said college, and the by-laws of the Board.

Dr. R. Hills, J. C. Evans, Wm. G. Williams, A. A. Welch, and Thos. F. Joy were appointed.

This committee attended to the duty as assigned to it, and on August 26th, 1853, the North Ohio Conference with great unanimity adopted the following :

" *Resolved*, That the proposition of the Trustees of the Ohio Wesleyan Female College to give the ownership and control of that institution to this Conference, be, and is hereby accepted."

From that day to the present its course has been progressive, until it is now found under the control and patronage of all the M. E. Conferences of the State of Ohio except the Cincinnati Conference."

The curriculum embraces three courses of study—the Scientific, the Classical, and the Baccalaureate. The Scientific includes only the English branches; the Classical, English and Latin with either German or French; the Baccalaureate, English, Latin, Greek, German and French.

The course in music, both Instrumental and Vocal, is complete. It aims at the highest standard of classical culture, and pursues the methods sanctioned by the best musical authorities of Europe and America.

The course in Painting, Drawing, &c., is not inferior to



that of other similar Institutions. The Studio is furnished with sky-light, casts, models, and other proper appliances, and is under the charge of a thoroughly accomplished artist.

In the first Faculty are the names of Oran Faville, A. M., President, (deceased), William Smith, A. B., (now President Smith, of Xenia College, Ohio,) R. Hills, M. D., Lecturer on Physiology and Hygiene, and T. C. O'Kane, A. M., (now author of several Sabbath School Song Books, and composer of many of our best Sabbath School Songs).

The second President was Rev. James Dean.

The third President of the college, resigning before the end of his first year on account of ill health, was Rev. Charles D. Burritt, A. M. He was succeeded by Rev. P. S. Donelson, A. M., who occupied the position for seventeen years. President Donelson was succeeded in 1873 by William Richardson, A. M.

The spacious building occupies the center of a square containing at present ten acres, in the suburbs of the city.—The spot is favored by nature with woodland, hillside, lawn and creek. The mineral springs, so justly celebrated for their healthful qualities, are in the immediate vicinity. The building contains a Chapel, two elegantly furnished society halls—the Clionian and the Athenæum—a Laboratory, a Library, a Studio, and a large Dining Hall. The Dormitory has capacity for one hundred pupils.

The number of pupils attending each year varies from two hundred and twenty to two hundred and sixty. The number of graduates is usually from twenty-five to thirty-five. Several hundred young women have gone forth from the halls of the O. W. F. C. during its brief history, to take enviable position in society, and bring honor to their Alma Mater and to the Church.

# THE OHIO WESLEYAN UNIVERSITY,

DELAWARE, OHIO.

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The Act of Incorporation of this Institution was passed March 7, 1842. This Act was amended January 11, 1843, March 25, 1851, May 13, 1868, and in 1872.

The following were the first Trustees: William Neff, S. Williams, A. Trimble, L. Reynolds, T. Orr, William Bishop, William Armstrong, J. B. Finley, J. Young, E. W. Schon, L. L. Hamline, P. G. Goode, G. B. Arnold, M. Bartley, F. C. Welch, W. Joy, H. Ebbert, J. H. Harris, A. Poe, W. Burke and L. B. Gurley.

The number of Trustees was at first 21. It is now 25. Also, the President of the Institution is, *ex-officio*, an additional member of the Board.

The Institution was at first controlled by the Ohio and the North Ohio Conferences of the Methodist Episcopal Church. These Conferences have been divided into four, so that the College is now in the hands of the following four Conferences: The Ohio, the North Ohio, the Cincinnati and the Central Ohio. Recently the charter was so amended as to make the body of Alumni equal to another Conference in controlling power, so that now these five bodies are each represented by five out of the twenty-five members of the Board of Trustees. Each of these bodies elects annually one new Trustee for the period of five years. Thus one Trustee for each of these five bodies goes annually out of the Board, and one new member enters it.

The Institution is located in Delaware, Ohio, a town of some eight thousand inhabitants, twenty-four miles north

of Columbus, on the Cleveland, Columbus and Cincinnati, and Columbus and Toledo railroads. Its location is not fixed by its Charter, but its property was in part donated on condition that the Methodist Episcopal Church should found on it a College; so that, in this respect, its location in Delaware is, perhaps, legally fixed.

In 1842 the citizens of Delaware presented to the Methodist Episcopal Church a building and grounds, at a cost of ten thousand dollars, though valued at near twice that amount. Additional purchases have been made by the Trustees, so as to constitute at present a beautiful campus of some thirty acres. Upon this campus stand four very commodious and substantial college buildings. The Library building, the Museum Hall and the College Chapel are neat and well adapted to their uses.

The available space of the grounds is utilized as an *Arboretum*. Through the enterprise of Rev. J. H. Creighton, it is being planted with all the species of trees and shrubs which will grow in this climate.

For several years the grounds have been undergoing reconstruction, under the supervision of an accomplished landscape gardener. For this the College is indebted to the liberality of J. R. Wright, of Cincinnati, Ohio, and P. P. Mast, of Springfield, Ohio.

Upon the grounds is situated the celebrated White Sulphur Spring—a favorite resort in the warm season.

The objects of the Institution are not in the least sectarian. It aims, however, to give a full, healthy, moral and Christian education. It has had members of all denominations among its students; it has graduated Roman Catholics. It has not a single Methodist book in its course as a text-book. It is as yet a college for males. Chapel worship is held every morning—consisting of Scripture-reading, singing and prayer. The Professors usually officiate in turn. The teachers are generally Methodists, though there have been among them Presbyterians and Quakers.

There has constantly been kept up a Preparatory depart-

ment, affording two years of linguistic drill, preparatory to the Freshman class.

As yet there is in full operation only the Faculty of Letters.

The following "Financial Exhibit of the Ohio Wesleyan University for the year ending June 15, 1875," will show the approximate value of the property of the College :

Assets:	
Grounds and buildings.....	\$150,000
Library, Cabinet and Apparatus.....	29,000
Permanet Fund.....	240,262
Sundries.....	6,988
<hr/>	
Total.....	\$426,250
Indebtedness.....	44,362
<hr/>	
Excess of Assets.....	\$381,888

The endowment of the Institution has thus far been contributed chiefly by the Methodist Church, and mostly in small sums. Soon after its foundation, the College devised a system of scholarships. Their sale furnished tuition at almost nominal rates, and yet aggregated a considerable sum of money.

During the present year (1876) an effort is being made to increase the endowment by at least one hundred thousand dollars. About one-half of this sum is already secured.

The Library now contains nine thousand four hundred and fifty volumes. The Society Libraries contain three thousand five hundred volumes.

Valuable additions are annually made to the University Library, especially through the liberal donations of Rev. Joseph M. Trimble, D. D., of Columbus, and William A. Ingham, Esq., of Cleveland, to their respective alcoves.

The Library has among its curiosities a *fac simile* of the Rosetta Stone, a copy of the celebrated Tischendorf reproduction of the *Codex Sinaiticus*, and a fine copy of the report of the body of French savans whom Napoleon sent to Egypt.

Students have free use of the Library on condition of depositing five dollars, to cover the possible loss or damage of books taken out.

The following is a summary of the students and teachers in the O. W. University in the successive years of its existence, as presented by the thirty-one Annual Catalogues thus far published :

<i>Years.</i>	<i>Seniors.</i>	<i>Juniors.</i>	<i>Sophomores.</i>	<i>Freshmen.</i>	<i>In all Four Classes.</i>	<i>Other Students.</i>	<i>Total Body of Students.</i>	<i>No. of Professors.</i>	<i>Assistants.</i>	<i>Total No. of Instructors.</i>
1844-5 .....	00	2	2	14	18	92	110	3	3	6
1845-6 .....	1	1	10	15	27	135	162	4	2	6
1846-7 .....	2	8	9	12	31	140	171	4	3	7
1847-8 .....	9	7	8	16	40	154	194	5	1	6
1848-9 .....	9	4	9	19	41	139	180	5	1	6
1849-50.....	6	5	13	14	38	219	257	5	2	7
1850-1 .....	5	11	12	18	46	460	506	4	5	9
1851-2 .....	8	11	16	17	52	542	592	4	6	10
1852-3 .....	12	9	10	27	58	472	530	5	4	9
1853-4 .....	6	12	16	24	58	536	594	5	3	8
1854-5 .....	12	9	18	67	106	405	511	5	3	8
1855-6 .....	10	14	37	47	108	433	541	5	4	9
1856-7 .....	12	25	41	42	120	406	526	5	3	8
1857-8 .....	24	27	42	50	143	343	486	5	3	8
1858-9 .....	25	32	44	46	147	396	543	5	3	8
1859-60.....	21	25	36	57	139	320	459	5	3	8
1860-1 .....	26	23	55	53	157	266	423	4	4	8
1861-2 .....	17	26	33	42	118	189	307	5	4	9
1862-3 .....	18	25	20	31	94	185	279	5	2	7
1863-4 .....	24	18	31	41	144	246	360	5	2	7
1864-5 .....	14	27	33	45	119	291	410	7	1	8
1865-6 .....	22	28	38	67	157	395	551	8	1	9
1866-7 .....	26	36	39	85	186	311	497	8	2	10
1867-8 .....	37	33	77	82	229	209	438	8	2	10
1868-9 .....	25	43	63	79	210	183	393	8	2	10
1869-70.....	39	47	63	88	237	190	417	8	1	9
1870-1 .....	44	41	59	88	232	193	415	8	2	10
1871-2 .....	44	48	45	57	194	225	419	9	2	11
1872-3 .....	47	42	39	46	200	217	417	8	3	11
1873-4 .....	36	32	36	47	151	223	374	8	3	11
1874-5 .....	27	38	33	44	142	244	336	8	2	10

From these figures it appears that the largest catalogued Senior class was in 1872-3, to-wit: 47. The smallest was in 1845-6, namely: one; unless we count the proceeding year, when it was at zero. The largest number in the four college classes was in 1869-70, namely, 237. The largest total number catalogued was 594, in 1853-4. The consider-



able decrease after 1861 was, evidently, owing to our civil war.

The total number of graduates is six hundred and twenty-five. Of these one hundred and seventy have become clergymen; one hundred and forty-two, lawyers; and sixty, physicians. Over fifty have held positions as presidents or professors in colleges; and a much larger number have taught in other schools. And many of the others hold high posts of influence and trust. Besides those who have graduated, the University has had a principal share in educating a large number of others.

A chief trait of the University's influence upon its students, has been in respect to religion. Nearly every year of its history it has been visited with extensive revival influences. Few students pass through the course without becoming church members. The proportion of religious students in each class uniformly increases the longer the class is in the College. More than once large classes have graduated in which every member was a church member. In every class, for thirty years past, the majority have been members of churches. In a very large proportion of cases their conversion took place while in the Institution. More than one-fourth of the graduates have become preachers; and about twice as many of those who studied in the College without graduating, have also entered the ministry. In the four patron Conferences (in Ohio) there are eighty-one graduates, and over seventy others who have been students of the College.

The degrees conferred by the Institution are not limited by the Charter. Thus far only the following have been conferred: A. B., A. M., D. D., and LL. D.

The students keep in a flourishing condition three Literary Societies and a Missionary Lyceum. For these the College furnishes commodious halls. The Lyceum possesses a pretty complete Pantheon of idols, and other religious symbols from heathen lands.

A number of secret fraternities exist.

The *Museum* of Natural History is constantly receiving valuable additions.

The Prescott Cabinet is devoted to the General Department of Natural History. The basis of this collection was purchased from Dr. Prescott, of Concord, New Hampshire, in 1850; since which time constant and valuable additions have been made.

The *Zoological Department* now contains fifty species of quadrumana and quadrupeds; over sixty preparations in comparative and human anatomy; two hundred and thirty specimens of birds, representing nearly two hundred distinct species; one hundred and two specimens of reptiles, and one hundred specimens of fishes; five hundred crabs and lobsters, in articulates; and fifty-three species of corals, and eight hundred star fishes, in radiates.

The Section in Conchology consists of more than eight thousand shells, embracing six hundred land shells, one thousand fluviatile, and over six thousand marine shells. Among the latter are included five hundred and sixty species of marine shells, deposited by the Smithsonian Institute.

The *Mineralogical Department* contains four thousand two hundred distinct entries, arranged in the natural order illustrated in Dana's System of Mineralogy.

This Cabinet also contains two hundred and sixteen species of woods, and two hundred and fifty-nine species of grasses, all native to the State of Ohio. These are the contribution of the Rev. Charles H. Warren, A. M., of the Ohio Conference, by whom they were collected and labelled. Fifty species of moss, collected and presented by Rev. Herman Herzer, of Louisville, Kentucky.

The department of Chemistry is well developed.

In the first and second terms of the Sophomore Year of the Classical Course and the Freshman Year of the Scientific Course, there is a daily exercise in General Chemistry, consisting of lectures, with experiments and recitations. During the second and third terms, instruction is given to the Scien-

tific Sophomores in Qualitative Analysis; and in the third term, in Determinative and Descriptive Mineralogy.

At any time, students, who are qualified, can enter the Analytical Laboratory, where they are furnished with the necessary apparatus and chemicals for completing a course in Qualitative and in Quantitative Analysis. Each student here performs his operations and makes his investigations, under the immediate supervision of the Professor of Chemistry.

Besides the general courses in Qualitative and Quantitative Analysis, courses have been arranged for the analysis of urines, and of the more common poisons. The Course of Urinalysis occupies two weeks, and that of Toxicology about six weeks. The Course of Determinative Mineralogy consists of one hundred minerals, to be determined by blow-pipe analysis. A chemical library, belonging in part to the Professor of Chemistry, and in part to the Analytical Laboratory, is opened for the constant use of the student. Chemicals and apparatus are furnished at the usual retail prices, which constitutes all the charge made.

Special attention is given to *German* and *French*. During the Sophomore and Junior years either of these languages may be elected in place of certain other studies. More than two-thirds of all who graduate take one or both of these languages.

Special effort is made to render the knowledge of these languages living and practical. As the student advances he is trained not merely in translating the printed language, but also in understanding it when spoken, and in speaking it himself.

The cost of *tuition* is nominally \$30 per year, but nearly all the students attend upon scholarships. Scholarships, admitting the student to all the studies required for graduation, can be purchased at the University, at prices as follows: Perpetual scholarships, \$500; twenty years, \$100; ten years, \$50; six years, \$30; four years, \$20; two years, \$15.

An extra charge of \$3 per term is made for German and French.

*Boarding* in private families costs from \$3.50 to \$4 per week.

Many students board in clubs, at an average price of \$2.50 per week.

In private families, furnished rooms cost \$1 per week.

The Institution has been largely indebted to its successive Presidents. A source of their influence has been their Sunday afternoon lectures. These were begun by Rev. F. Merrick in 1854. They were kept up until 1873, when they were temporarily suspended during the fitting up of the Chapel. It was by these that Dr. Thomson obtained his wide reputation and exerted his chief moulding influence.

The Faculty has not greatly changed during the thirty-two years of the University's existence.

The first President of the O. W. University was Rev. E. Thomson, M. D. Mr. Thomson was a native of England, but his education was American. The home of his youth was Wooster, Ohio. He attended college awhile at Cannonsburgh, Penn., and then graduated in medicine at Philadelphia. In 1832 he entered the ministry in the North Ohio conference of the M. E. Church. In 1838 he was elected President of Norwalk Seminary, and filled the place five years. Then he was called to edit the Ladies' Repository, Cincinnati. In 1846 he became President of the O. W. University, filling the place with great success for fourteen years. In 1860 he was called to edit the Christian Advocate, in New York. After four years of editorship he was elected one of the Bishops of the M. E. Church, in 1864.

He was honored with the degree of D. D. by the Indiana Asbury University, and with that of LL. D. by the Wesleyan University, Connecticut. He died in Wheeling, Va., March, 1870.

Bishop Thomson's writings have had a wide sale. They embrace: Essays, Sketches, Letters from Europe, Our Oriental Missions, and Evidences of Revealed Religion. (Cincinnati and New York.)

The second member of the first Faculty was Rev. H. M. Johnson, A. M. He was a graduate of the Wesleyan University, Connecticut. His chair was that of Ancient Languages. Dr. Johnson accepted a professorship in Dickinson College in 1850, of which he was afterwards President.

Next in order stands S. Howard, A. M., who was Professor of Mathematics in the year 1844-5. Dr. Howard was subsequently for many years President of the Ohio University at Athens.

In the catalogue of 1845-6 appears for the first time the name of Rev. F. Merrick, A. M. Mr. Merrick had studied in the Wesleyan University, Connecticut. In 1836 he was elected Principal of the Amenia Seminary, N. Y. From 1838 to 1842 he was Professor of Natural Science in the Ohio University. During the year 1842 he preached at Marietta, Ohio. The years 1843-44 he was financial agent of the O. W. University. From 1845 to 1851 he held in the University the chair of Natural Science; and from 1851 to 1860 that of Moral Science. On the resignation of Dr. Thomson in 1860 he was elected President, and held the post until 1873, since which time he has sustained to the College the relation of Lecturer on Natural and Revealed Religion. President Merrick has persisted in declining any higher degree than A. M.

At the same time with Mr. Merrick came into the Faculty Rev. L. D. McCabe. Mr. McCabe graduated at the Ohio University in 1843, under the Presidency of Dr. W. H. McGuffey. In 1844 he was elected Professor of Mathematics and Mechanical Philosophy in the Ohio University. In 1845 he was called to the same chair in the O. W. University, and occupied the same until 1860, when he was transferred to the chair of Moral Science and Biblical Literature. In 1864 a new professorship—that of Philosophy—was established, and to this he was invited.

In 1855 he received the degree of D. D. from Allegheny College, and in 1874, that of LL. D. from Syracuse University. For the past few years he has served as Acting President.



Dr. McCabe is the author of a work entitled *Light on the Pathway of Holiness*. (New York, 1874.)

In 1847 appears the name of W. G. Williams as Adjunct Professor of Ancient Languages. From 1850-64, he was Professor of Greek and Latin; from 1864 to the present, of Greek alone. For some years past Professor Williams has also taught the classes in Hebrew. He had graduated at Woodward College, and from 1844 had served the College as Principal of the Preparatory Department. In 1856 he became a member of the Central Ohio Conference. He received the degree of LL. D. in 1873.

Rev. W. L. Harris became Professor of Natural Science in 1852. He had studied at Norwalk, and joined the North Ohio Conference in 1840. In 1843-4 he was stationed in Delaware, Ohio, after which he served the O. W. University in the Preparatory Department. His Professorship was for the eight years, 1852-60. The General Conference of 1860 elected him as Assistant Missionary Secretary for the West. In 1872 he became a Bishop.

Professor Harris received the degree of D. D. from Allegheny College in 1857, and that of LL. D. from Baldwin University in 1871.

Rev. W. D. Godman, our second graduate (1846), held the Mathematical chair from 1860 to 1864, and then that of Theology and Biblical Literature for one year. In 1864 he resigned. After preaching some years he became President of Baldwin University, at Berea, Ohio, and served during the years 1870-5. Dr. Godman is now at the head of the educational interest of the M. E. Church in Louisiana.

From 1860 to 1864 Rev. F. S. Hoyt served in the department of Natural Science; from 1865 to 1872, in that of Theology and Biblical Literature. Professor Hoyt was a graduate of the Wesleyan University, of Connecticut, and had been President of Willamette College, Oregon. In 1872, Dr. Hoyt was elected to edit the Western Christian Advocate.

Rev. W. F. Whitlock graduated in the Ohio Wesleyan University in 1859. He had previously held the position of Superintendent of Public Instruction in Delaware, Ohio. From his graduation until 1864—five years—Mr. Whitlock had served the Institution as Tutor in Languages. In 1864 he joined the Central Ohio Conference; in 1873 he was transferred to the North Ohio. From 1864 to 1866, he was Adjunct Professor of Latin. Since 1866 he has occupied the chair of Latin Language and Literature.

Rev. J. P. Lacroix graduated in the Ohio Wesleyan University in 1857. After teaching one year in the public schools of New Orleans, he preached in the Ohio Conference until 1863. In 1863 he became teacher of German and French in the University; in 1864, Adjunct Professor of the same; and in 1866, Professor of Modern Languages and History. During the year 1865, having leave of absence, he studied in Europe.

Mr. Lacroix has written a *Life of Rudolf Stier*, and translated some works from the French and German, among them Naville's *Problem of Evil* (New York, 1874), and Wuttke's *Christian Ethics* (Boston and Edinburgh, 1875).

Rev. H. M. Perkins, also a graduate of the class of 1857, served the University for five years after graduation as Tutor in Natural Science, having entire charge of that department one year, in the absence of the Professor. In 1865 Mr. Perkins was made Adjunct Professor of Mathematics. Since 1867 he had held the Professorship of Mathematics and Astronomy.

Professor Semans, another graduate of the class of 1857, served the Institution awhile as Tutor, and then engaged in business in the West. Subsequently he held the position of Professor of Natural Science in the Ohio Wesleyan Female College, Delaware, Ohio. In 1865 Mr. Semans was made Adjunct Professor of Chemistry in the O. W. University, and in 1867, Professor of the same.

Professor Semans spent a good part of the year 1870 in

study at Harvard. During the years 1875-6 he rendered good service in the temperance cause, by accepting the office of Mayor of Delaware, Ohio.

Professor E. T. Nelson graduated in the year 1866. He spent the next three years at Yale College, receiving, in 1869, the degree of Ph. D.

During the years 1868-9 he also acted as Assistant to the Professor of Mineralogy in Sheffield Scientific School.

In 1869 he was elected Professor of Natural Science in Hanover College, Indiana. In 1871 he was called to the chair of Natural History in the O. W. University. He has received elections to the following Scientific Societies:

Connecticut Academy of Science, Indiana Academy of Science, American Association of Science, Tyndall Association of Science.

The Rev. Dr. F. H. Newhall was elected to the Presidency in 1873. But owing to affliction, consequent upon excessive literary work, he never entered upon the duties of his office.

In the summer of 1875, Rev. Dr. C. H. Payne, then Pastor of Saint Paul's, Cincinnati, was chosen as President. Dr. Payne is an alumnus of the Wesleyan University, Connecticut. He has held the pastorate of some of our most important churches, in Brooklyn, Philadelphia, etc. A few years ago he traveled in Europe and the Orient.

The University has derived great help from its tutors and assistant teachers. The following is a complete list of those who have successively served the College: W. G. Williams, E. Dial, W. L. Harris, E. C. Merrick, W. D. Godman, T. D. Crow, O. T. Reeves, M. Edgerton, J. F. W. Willey, S. W. Williams, T. C. O'Kane, J. Ogden, H. M. Perkins, W. F. King, W. O. Semans, W. F. Whitlock, T. R. Taylor, P. C. Wilson, J. P. Lacroix, W. H. Cole, A. S. B. Newton, L. V. Tuttle, C. J. Gardner, J. E. Stubbs, R. Parsons.

A BRIEF HISTORY  
— OF —  
“The Otterbein University of Ohio,”  
LOCATED AT  
WESTERVILLE, FRANKLIN CO., OHIO,  
PREPARED FOR  
The Centennial Exhibition, at Philadelphia, Pa.  
1876.

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This Institution has been and is now known as “The Otterbein University of Ohio.” It is so called from PHILIP WILLIAM OTTERBEIN, the founder of the church under whose auspices the University was first established, and by which it is now controlled.

CHARTER.

It was chartered in 1849 by the Legislature of Ohio with University privileges. The names of the first Trustees were LEWIS DAVIS, JONATHAN DRESBACK and WILLIAM HANBY, of the Scioto Annual Conference of the church of the United Brethren in Christ, and JACOB BARGER, PETER FLACK and P. HURLBUT, of the Sandusky Conference of the same church. These and their successors are created a body politic with full powers to sue and be sued: to acquire, hold and convey property: to have and to use a seal: to confer on all those whom they may deem worthy all such honors and degrees as are usually conferred by colleges; and to make and alter from time to time all such by-laws as shall be deemed necessary for the government of said institution. The charter differs so little from other similar papers that it need not be inserted here.

## LOCATION.

The location is fixed in the charter at Westerville, Ohio. This is a town of about 1200 population. It is twelve miles from Columbus, the Capitol of the State, and on the direct line of CLEVELAND, MT. VERNON & COLUMBUS RAILROAD. It is three miles east of the Cleveland, Columbus, Cincinnati & Indianapolis Railroad. It is the largest town in the county except the Capitol. It is centrally located; near enough to a city to have most of its advantages and sufficiently distant to be preserved from its evils. An academy was in operation here called the "Blendon Young Men's Seminary" which was offered for sale at a very low price and this became one among other inducements to the church of "The United Brethren in Christ" to establish a college at this point.

The college campus comprises about eight acres. The Ladies Boarding Hall with its play-ground occupies about one acre. The lands that were in use by the manual labor department have all been disposed of since that plan was abandoned.

## BUILDINGS.

When the site was first purchased there were two buildings already erected. One was a frame building two stories in height and 26 x 44 feet. This was used for cabinet, chapel, recitation rooms, etc. The other was an unfinished brick building and 28 x 66 feet, three stories in height and used as a boarding hall for young ladies. These afforded sufficient accommodation in the beginning. Soon there was need of a building for young men and in 1854 a hall was built by a friend of the institution MR. JACOB SAUM, of the Miami Valley, and from him it was named SAUM HALL. It was three stories in height and designed as a dormitory for young men. It was of rectangular form with no pretensions to architectural beauty. As the University grew and prospered it was soon found necessary to erect another building which could afford us a larger chapel and more commodious



recitation rooms. In 1854 arrangements were made for the erection of a new building and the work was commenced the following spring. The building was never entirely completed. The chapel was occupied and a number of recitation rooms, and rooms for the Literary Societies were put in order. The Trustees were hindered in their plans and for want of means, finished rooms only as they were needed. This building was burned in 1870. A religious meeting was in progress in the chapel on the evening of January 26 of that year (1870). The congregation had been dismissed and the building was closed up by the janitor who resided in it. About one o'clock a. m. the alarm of fire was given. The citizens awakened from their slumber, rushed out to witness the most extensive conflagration that had ever occurred in the community. The main college building was in flames and the fire was making such rapid progress that all hope of staying its ravages was abandoned. In a few hours the stately edifice was reduced to a shapeless ruin. With the exception of some chemical and philosophical apparatus and a few articles of minor importance, the loss was *total*, including the building with all its furniture; the college library of over 3000 volumes, including a copy of the *Sinaitic Manuscript* presented by the *Emperor of Russia*; and the finely furnished Halls and the select libraries of the Literary Societies. The loss was estimated at \$50,000 fortunately relieved by an insurance of \$20,000.

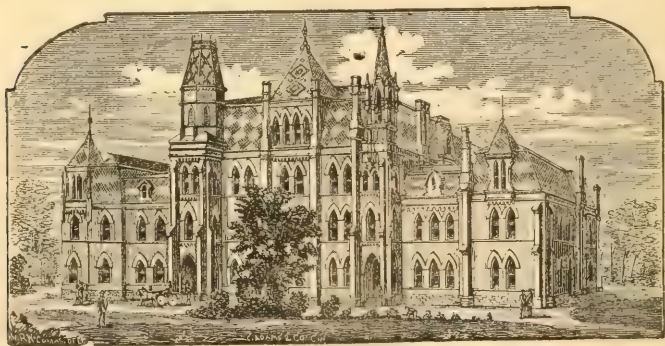
Measures were at once set on foot to replace the heavy loss to the institution. The Board of Trustees were summoned to meet in extra session February 15, 1870. Meanwhile public meetings were held in Westerville and this community and Columbus were canvassed for subscriptions to rebuild.

When the Trustees met in February, a proposition was presented to reopen the question of location and offer the University to the community in Ohio proposing the greatest inducements in money and friends at the regular meeting in May, 1870. When the propositions were can-

vassed the one from the citizens of Westerville seemed the most favorable, although others were valuable, and it was agreed to relocate at this place.

Plans for a college building were invited from several architects and the one drawn by R. T. Brooks, of Columbus, Ohio, was adopted. The building was advertised for proposals and the contract finally let to A. R. Cornell, of Newark, Ohio, for \$27,345 and the material of the old building. The new building was to be completed by the 1st of August, 1871.

This building is an imposing structure; the extreme length of which is 170 feet and extreme depth 109 feet. It is four stories in height, including the basement. It contains a large chapel room, spacious society halls, library and reading room, laboratory and numerous large and convenient recitation and other rooms amply sufficient for all existing wants. Below will be found cut of present building.



A newspaper editor who was present when the dedicatory exercises were expected to occur thus writes:

“The architectural design of the new building is happily conceived and makes a pleasing impression from whatever point of the compass you approach it. The height of the central portion is four stories including that under the mansard roof, and that of the wings three stories. One of

the most marked interior improvements of this building over that of the old is in the college chapel. Instead of the former immensely overgrown and unnecessary parallelogram in which it was difficult for any but an experienced elocutionist to make himself heard by more than one-half the audience, we have now an auditorium built after the style of the modern theatre with special reference to bringing the largest number of auditors within easy hearing distance of the rostrum. A spacious gallery extending around between the opposite points of the arc adds greatly to the seating capacity of the room; the seats in the gallery being in almost all respects fully as desirable as those on the floor. The seating capacity of the hall is sufficient for from 700 to 800 persons. The room is everywhere adapted to all purposes whether for chapel uses, public worship or commencement exercises. The Gothic style of architecture is mainly followed in the design of the building. A large free-stone slab in the central part of the front bears the inscription

"OTTERBEIN UNIVERSITY  
FOUNDED APRIL 26, 1847."

Arrangements had been made for the formal dedication of the new building on August 10, 1871. The commencement exercises which should have occurred sooner were postponed until this time. In the afternoon of this day "BISHOP GLOSSBRENNER delivered a thoroughly able and prepared address, the leading thought of which was the importance of taking the Bible and its teachings as the solid basis of all true intellectual culture. This hour had been set apart as the one at which the dedication of the new chapel should take place. But as all earthly joys are beset with imperfections so the present occasion was to bring to many persons a disappointment. There had been rather a prodigious miscalculation as to the ability of the builders to finish the new edifice or even any part of it. Everywhere, on roof, ceiling, floors, casing windows and doors, the laborers were busy plying their tools or waiting for the multitudes to be cleared away

to make them room to work. It was deemed inappropriate to dedicate formally an edifice in so unfinished a state and that service was postponed to a future period." Some simple dedicatory exercises occurred the following commencement.

#### ORIGIN AND CHANGES.

A reference has already been made to the origin of the University. It may be valuable to give it in the language of the founders themselves.

"The need of education for the benefit of the church of the United Brethren in Christ being deeply felt by many of its ardent supporters and the want of a permanent location in Ohio, where the church and its friends could concentrate their united efforts in establishing a school of learning, to give to the lovers of education an opportunity of securing it, within the influence of the same, when in the course of Providence in the year 1846, the Methodist Episcopal church by their Trustees proffered to transfer by an act of their conference the property which constituted what was called the "Blendon Young Men's Seminary," and to carry into effect the measures which rendered it necessary to dispose of said institution, the citizens of Westerville and vicinity at a meeting called for that purpose, agreed and proposed by a large majority to offer said institution to the church of the United Brethren in Christ, with a view to having the institution kept in successful operation for the benefit of those who had liberally contributed to its erection (under the control of the M. E. Church,) which meeting also appointed a committee of two to wait on the Scioto Conference of the Brethren Church then about to meet. By this committee were presented the preamble and resolutions of said meeting, embracing the situation of the institution and the wish of its supporters. All of which was received by the Scioto Conference in the session at Bethlehem Church in Pickaway county in the month of October, 1846. At this conference a committee of investigation was ordered



which reported in favor of a purchase, and Trustees were accordingly appointed. The first regular meeting of the Board of Trustees occurred April 26, 1847.

Says Prof. Garst, "If the inquiry be raised why the church was for more than half a century without a college, these among other reasons will be found; the conviction cherished by many of the fathers that it is no part of the work of the Church of Christ to furnish instruction so largely secular as that of a college generally is; the numerical weakness and scattered condition of the membership of the church during its early history; the missionary character of the work of the church which so engrossed the leading men in evangelistic labors that they had little time to build colleges; and finally the fear on the part of some, that such an institution might be perverted to the injury of the Church of Christ. As the church however grew and became more firmly established, the demand for a college became more imperative."

Says Bishop Glossbrenner, (in his dedicatory address,) "not a few United Brethren in the days of other years were deterred from sending their sons to college, from perhaps a well-grounded apprehension that their religious principles might be endangered. Conscientious United Brethren themselves they wished their children to be partakers of the same precious faith; and this many of them esteemed of greater importance than any mere intellectual attainments. And there were never wanting examples of religious defection and ensuing profligacy well calculated to awaken their fears. Comparatively few of the sons of United Brethren parents who were educated twenty years ago, are now members of the church. Even those who were regular communicants when they left their homes for the theatre of literary training were in a large majority of instances carried away by the force of surrounding influences and either fell into the ranks of other denominations, or else made shipwreck of their faith and were thus lost to the church."



The history of this institution like that of most of those founded in the earlier settlement of our country, affords an other example of success accomplished under the most adverse circumstances. The men who founded the University were men of strong faith. The vast majority of the church were not in sympathy with such a movement; worse than this many were actively hostile to it. They had no money therefore to give to its support. Not only the young people, but the *fathers* of the church had to be educated to appreciate its wants. Says Glossbrenner (1871).

"The spirit of education to whatever extent it now exists among us has been mostly created by our literary institutions, and the discussions that led to their establishment. When I first became a minister in the church I did not know half a dozen United Brethren graduates. There were several large conferences which did not contain a single minister or layman, who enjoyed the advantages of a collegiate education."

The records of the Trustees in the early days of the University show that the managers of the institution were not free from perplexity. Time and again they met when debts were pressing them without knowing which way to turn. They adjourned to meet again with the assurance that succor would come, but in what direction or from what source they could not tell. They have a conviction that they are about a divine work, hence they can not let go. In the records of the Executive Committee for 1860, I find the following.

"We recommend further that in order to success we must give ourselves to earnest and fervent prayer. If God does not undertake for us, our best efforts will fail. We have reason to believe that in other days God did give Otterbein University favor with the people and will do so again if we freely turn our hearts and thoughts to Him."

#### CO-EDUCATION.

The men who founded this University had no previous experience in the management of institutions of learning.

In admitting ladies into the college on the same terms with gentlemen; in permitting them to recite in the same classes, take the same courses of study and receive the same degrees they builded better than they knew. Having boys and girls in their own families they felt as much interest in the success of one as the other. Not being able to build and man separate intitutions, they wisely concluded to put both sexes into the same school. After twenty-nine years of successful experience in the co-education of the sexes, we believe that better results are secured in mental and moral culture, better discipline obtained and a more harmonious developement of character produced than in the old way. We are willing to be judged by our fruits. Observation will show that our lady graduates are just as lady-like and scholarly as those graduating at female institutions of like pretensions. While our gentlemen are just as refined and have proved themselves to be as efficient workers in the battle of life as those that have been trained in male colleges. What was adopted of necessity then is a matter of choice with us now. On this point the Faculty and Trustees are a unit.

#### COLORED STUDENTS.

The ever-present negro who for years has been the bone of contention, was at one time likely to make us some trouble, but the danger was passed. An Anti-slavery church, admitting no slaveholders to her communion, could not in good faith to the world and in keeping with her published creed do anything else than admit colored students to her colleges provided, they presented themselves for admittance. In 1859 some were present; offence was thereby given to some young men of finer birth and richer blood, who protested. The Ex. Committee after a vigorous discussion of the question finally voted upon the following resolution, which was lost by a vote of 4 to 2.

*“Resolved,* That it is inexpedient and unwise to admit students of color until the Board of Trustees representing

the conferences now co-operating in the building up of this institution, shall have been permitted to pass upon this whole question."

At the following meeting of the Board a letter was written by one of these disaffected parties protesting to the Board, but his wants were not redressed. Colored students were admitted. Not many came however as Wilberforce University, at Xenia Ohio, was opened about this time and they were turned thitherward.

#### MANUAL LABOR.

The early fathers had an impression that college training had a tendency to make men indolent; just as some of the old educators thought students did not need much sleep nor very good food, hence a reason why young ladies in our seminaries should be put on half rations. To avoid this danger as well as to lessen the expense of instruction, they believed that a *manual labor department* should be connected with the University. Provision for this was made in the charter and arrangements were entered into to put it on foot. Could the Trustees have foreseen the distrust, the vexation, the bickerings and final loss which would grow out of this, they would have been slow to adopt such a measure. Perhaps a good idea can be had of the history of this failure from a report made to the Trustees in 1859 from a committee of their own number. This report was most probably written by the editor of the "Telescope," the church paper, and an enthusiastic advocate of a compulsory labor system and therefore some allowance must be made for the intensity of his statement.

"The Committee on Manual Labor find it impossible to make a satisfactory report without instruction from the Board on one point viz; does the Board want to adopt and enforce a manual labor system.

It is not proper, nay it is not honest in the present condition of things to publish this school as a manual labor school. True, it was chartered with special reference to this

interest and the record of its entire history is in favor of it. The act of incorporation says that the Trustees may purchase land, mechanical implements etc., wherewith to connect the manual labor system.

August 29th, 1849, ten years ago the Trustees "*Resolved*, That the manual labor system be and is hereby attached to this institution and shall be put into operation as soon as possible.

June 30th, 1854. "*Resolved*, That in view of all the circumstances we think best to adopt immediately an efficient system of manual labor that shall require the same to be performed daily by all in attendance upon the institution."

June 19th, 1855. "*Resolved*, That *one-third* of the whole amount to be raised on the \$40,000 plan be put into the hands of the manual labor agent for the perfecting of the manual labor system."

In 1856 it was ordered by the Board that the time of students be strictly systematized and the hours of labor be faithfully observed by all who are able to labor.

June 1857, in consideration of an earnest demand of many friends, especially in the Miami Valley, pending the sale of scholarships notes, the Ex-Committee resolved, "that in their opinion one professorship of the endowment fund be directed to the interest of the manual labor department." The Board at its next meeting confirmed this act of the committee.

With this record running through ten years, no one unacquainted with the facts could expect to find things as they are. But it is a fact that nothing like a manual labor system is enforced. The resolutions of the Board have not been respected. It is therefore important that the Board at this meeting adopt efficient measures in relation to this interest and in the opinion of this Committee, the Board should pass the following resolutions.

*Resolved*, That the resolution of 1855 devoting one-third of the money raised on the \$40,000 plan be, enforced.

*Resolved*, That \$10,000 of the endowment fund, agreeably to the pledge of 1857, be devoted exclusively to the manual labor interest.

*Resolved*, That the Committee be instructed to bring in a report favoring a system of labor which will include all the students and teachers in the institution.

*Or* in case these are not agreeable the following: "*Resolved*, That in view of the financial embarrassments of the school and the difficulties attending any system of labor, we deem it best to disconnect the manual labor system entirely from this institution."

This report was vigorously discussed and with some manifestation of feeling. Various other papers were read, different plans suggested, but finally the whole question was indefinitely postponed. The matter was discussed at the meeting, of the Board for two or three years after, but this was accepted as the final disposition of the question, and the manual labor department has slept in peace ever since.

#### SCHOLARSHIPS.

This scheme led to another trouble which almost crushed the University. Arrangements had been made for securing an endowment fund by the sale of scholarships. These were sold with the understanding that the parties buying should give their note for the amount to be receipted for by the University. As soon as \$75,000 worth should be sold, the scholarships would be furnished and the notes collected. When the time came for collections many claimed they had been unfairly dealt with as they had bought with the expressed understanding that the manual labor department was to be continued; and as it was now to be abandoned they refused to pay. Others were allowed to retain their money, provided they paid the annual interest upon it. From these and other causes, considerable disaffection was produced and in the end the whole scheme had to be abandoned. Some who had already paid, donated their money. Others received back their notes, and thus after a great deal of trouble and expense in selling these scholarships, the scheme proved a failure and the University suffered. Some few of them are still in force, and the University in good faith is giving instruction on them.



In the year 1866 it was felt that another effort must be made to endow or no permanency could be secured. It was agreed to ask voluntary contributions from the people. Agents were put to work for this purpose and in view of the fact that all these years we have been carrying a debt for building and other purposes they have done well. We now have pledged to us in notes and bequests \$80,000; of this amount \$50,000 is funded and bearing interest at ten per cent. Our agents are still at work, and besides securing funds wherewith to manage our debt they are adding to the endowment fund at the rate of \$5,000 per year. They are also collecting notes already due and funding the same as rapidly as possible. In a few years we hope to have a respectable endowment.

REV. LEWIS DAVIS, D. D.

If one person more than another can claim the honor of being the founder of the University that honor belongs to REV. LEWIS DAVIS, D. D. No one has labored more faithfully in its interests, for a longer time, nor accomplished better results than he. After the first six months he became President of the University and for eighteen years amid troubles, cares and perplexities, financial and otherwise, he was its honored head. He was one among the few who saw the need of such an institution. He was one of the committee that purchased the property and was one of the first Trustees. During his whole connection with it he was its financial head. However gloomy the prospect, however dark its future, he never despaired. Believing it to be a divine work he had faith in its success. When the financial condition of the college seemed to make it necessary he could lay aside the looks he loved so well and canvass the church for funds to pay debts. A good student of human nature, and with an indomitable determination which would take no refusal he always succeeded in securing money. A large portion of our present endowment was

secured by him in traveling from one field of labor to another. When the complete history of this University is written the record of his services will make one of its important chapters. In 1871 at the time of the dedication of the new building, in view of the uncertain condition of his health, and his years admonishing him that he should seek more moderate labor, he resigned the Presidency to accept a position in "Union Biblical Seminary" (then about to be opened at Dayton, Ohio,) as Senior Professor, in which capacity he has been employed ever since. The Trustees of the University at this meeting, after accepting his resignation passed the following merited compliment :

*Resolved*, That in accepting the resignation of Rev. Lewis Davis, D. D., as President of Otterbein University, we do so with full recognition of the invaluable services rendered by him to the institution during the eighteen years through which he has been its honored head and with grateful remembrance of his unflagging devotion and perseverance, and of his hope against hope through all its vicissitudes in this extended period; and that while we sincerely regret his separation from the University just at a time when it is entering upon a new era of prosperity and usefulness, the best wishes and most devout prayers of this Board shall attend him to the new sphere of christian labor upon which he is about to enter."

## LIST OF PRESIDENTS.

	Entered.	Retired.
William R. Griffith, Principal .....	1847	1849
Rev. William Davis, President .....	1849	1850
Rev. Lewis Davis, " .....	1850	1857
Rev. Alexander Owen, " .....	1858	1860
Rev. Lewis Davis, D. D. " .....	1860	1871
Rev. Dan'l Eberly, A. M. " .....	1871	1872
Rev. H. A. Thompson, D. D. " .....	1872	—

## COURSES OF STUDY.

The University at present has *four* courses of study; Classical, Scientific, Ladies' and English; any one of which is

taken by any student who is prepared for it. The Ladies', which differs but little from the Scientific, is so called because usually taken by them.

We prepare our students for college, for the most part, but our Preparatory Department is not a separately organized department with its own teachers. The members of the Faculty teach some of the classes in this department as well as in the college proper. We do it in part from necessity and because we think those students who are with us but a short time should for a portion of that time come in contact with some member or members of the College Faculty.

We have no arrangement for post graduate studies or courses. We confer the degree of *Master of Arts* upon those of our classical graduates who have been such for three years and have spent that time in literary pursuits.

#### RELIGIOUS INFLUENCE.

"A history of Otterbein University would be very incomplete indeed which should take no notice of its moral and religious life. The institution was founded by men of strong convictions with an earnest purpose to glorify God and strengthen the church. It was reared in faith and consecrated by prayer. There is abundant occasion for devout thanksgiving that it has fulfilled so well the design of its founders. Nothing has been more characteristic of its history than its great awakenings. Almost every year many scores have been led to Christ. A number of times in its history scarcely a solitary student was left in the ranks of unbelievers, so pervasive and general were these revivals. Of a large proportion of the thousands of students who have frequented its halls it may be said in a spiritual sense they were born here. Not unfrequently it has occurred that parents have sent their children quite as much with the hope that they would be won to Christ as that

they would be educated. It is gratifying to know that the wish of these devout parents was in so many cases realized. One of these great revivals was in progress during the winter when the late College building was burned" (Prof. Garst).

We consider the religious influence of the college one of the most important auxiliaries to our work. The congregation of the United Brethren in this place worship in our College Chapel. The religious students who wish to, connect themselves with it. We have no separate distinct church organization for the students. We have no college chaplain. The pastor of the church is the pastor of all the students who attend. Religious services are held in the chapel every Sabbath morning which all students are *required* to attend *except* those who on account of church membership or wish of parent and guardian prefer to attend church elsewhere. Prayers with reading of Scripture, are held in the chapel at 7.45 a. m. each day of the week, except Sunday. *All* students are *required* to attend. Students prayer meetings conducted by themselves, one for ladies, and another for gentlemen are held every Tuesday evening in the University halls.

Another thing which adds much to the moral well-being of the student in connection with this University is the morality of the town. There has never been a grog-shop or beer saloon successfully established in the town since the organization of the University. Two or three efforts have been made to establish such but the citizens have arisen and by their persistent determination have nipped the thing in the beginning. When the municipal law was so modified by the Ohio Legislature of 1874 as to prohibit corporations from forbidding the establishment of beer saloons one individual made the attempt to open one. The citizens at once organized, pledging themselves to withhold all support from any person who aided, abetted or patronized

the saloon. It required some time and effort to conquer the man because backed as we had good reason to believe by the Brewers' Association of Columbus, but in the end he succumbed. The struggle gave the town quite a notoriety. The present citizens have determined that no such sink of iniquity shall be thrust upon them.

#### MISCELLANEOUS.

Our Library containing about three thousand volumes of books was entirely consumed in the destruction of the College building in 1870; as was most of our cabinet and apparatus. Since that time we have collected about one thousand volumes.

Our last catalogue shows a list of one hundred and fifty graduates, one hundred of whom are gentlemen and fifty ladies. Our present Senior class which will graduate on June 1st, contains fifteen members, thirteen of whom are gentlemen and two ladies.

There are four Literary Societies in connection with the University. Two of them are exclusively for gentlemen and two for ladies. The following statistics are as reliable as any that can be had. When the building was burned in 1870 the records of the Philalethean Society were consumed. From that time to the present there have been one hundred and seven members. We have no record back of that date.

		Founded.	Vol. in Lib.	Initiation.	Membership.	
					Present.	Total.
Male.	{ Philomathean .....	1857	250	\$5.00	52	400
	{ Philophronean .....	1857	130	5.00	35	300
Female.	{ Philalethean ... ..	1852	150	3.00	42	107
	{ Cleiorhetean .....	1871	90	3.00	30	65

The first *Honorary Degrees* were conferred in 1865. Since that time it has conferred the honorary degree of *Master of Arts* upon *eight* persons; the degree of *Doctor of Divinity* upon *four* persons; and *Doctor of Laws* upon *two* persons, making in all fourteen honorary degrees conferred since the origin of the University.



I can find no record of students enrolled from 1847 the opening of the University until 1851 inclusive. In 1852, there were present 123 persons. Catalogues of 1853 and 1854 if ever issued have all been lost. I can find no record of these years save the one above given. The sum of total names in catalogues from 1855 to 1875 inclusive is 4129. The home residence of these students was as follows: From Pennsylvania 241; from Ohio 3480; from Indiana 123; from Illinois 65; from New York 25; from Michigan 3; from Virginia 88; from Maryland 28; from Missouri 6; from Iowa 9; from Louisiana 4; from New Hampshire 92; from New Jersey 9; from Kentucky 3; from Kansas 4; from Canada 21; from Prussia 1; from Washington City 1.

The largest donation received from any one has been promised by Mr. and Mrs. C. Merchant, now of this place. They have arranged to pay \$5000 for the privilege of naming a professorship and \$7000 as a fund to aid indigent students. The citizens of Westerville paid \$7000 to enable them to name the President's department of Mental and Moral Science. Judge Dresback, of Southern Ohio, who died but a few days since, gave \$5000 to name the Mathematical professorship, and the Flickinger family of the Miami Valley \$5000 to name the Latin professorship. Three other parties have each promised \$5000 toward the general indebtedness of the institution. Our contributors have paid in amounts from \$25 to \$1000. These are obtained with about as much ease as the same number of cents were at the beginning of our work.

In this 29th year of its existence it is too soon to stop to count results. We have but a little more than passed our majority and ought to be strong of purpose and valiant of heart to do much more toward pulling down the strongholds of sin and ignorance and building up the cause of the Master. Through struggle and trial, through darkness and storm we have been led by a way that we knew not of.

Throughout the length and breadth of the church, our influence has been felt for good. We have helped to furnish teachers for nearly all its other Schools and Colleges. Our sons have entered its ministry and have put into it a new life and power. We have furnished editors for its Journals and teachers for its first Theological school. We have just reasons "to thank God and take courage." "Hitherto the *Lord* hath helped us." As we push out upon this second century, "with firmness in the right as God gives us to see the right," we will strive to continue the work already commenced. With brazen-faced demagogues ruling in high places; with vice and crime running rampant in our streets; bribery and corruption holding high carnival in our Legislative halls; "rings" vying with each other as to which one shall most successfully bleed the public treasury; with infidels and scheming politicians in league to banish all moral and religious training from our public schools, there is more need than ever of that culture which a christian college is designed to give. To help promote that virtue and intelligence which are the foundation of a nations, strength, shall be our constant aim. With a perfect trust that He who has led us hitherto will lead us still; that He will teach us the right way and incline our feet to walk therein, we hopefully enter upon the *second century* of our national existence.

H. A. THOMPSON,  
*President.*



## STEUBENVILLE FEMALE SEMINARY.

### SITUATION.

The Steubenville Female Seminary is located on the bank of the Ohio River, in the midst of some of the finest scenery, for which that river is justly famed.

### AGE.

For almost fifty years this institution has been a point of interest, as a pioneer of Female Education in the West. In some cases three generations have enjoyed its advantages. It has just issued its forty-seventh annual catalogue.

### FOUNDERS.

It was founded on the 13th day of April, 1829, by the Rev. Charles C. Beatty and Mrs. Hetty E. Beatty, his wife. They made it their life work. They were both admirably qualified by rare natural gifts, as well as by education, for such an enterprise. Great administrative ability, keen foresight and decision were found in the one; fine powers of observation, versatility of talent, activity, love of acquiring and of communicating knowledge, in the other; and a high standard of christian responsibility, and a spirit of earnest consecration in both.

A prophetic glimpse of the great future of the West; of its growth in population and importance; of reforms, revolutions and discoveries, in which the people were to be the actors, revealed to them the great want of the land—*educated women*.

### EARLY CONSTITUTION.

Great care was taken in the early constitution of this school. Its foundations were laid broad and deep.

Future contingencies were provided for. The best plans and models were studied, faults avoided and excellencies adopted. Teachers were selected with great care. In the subsequent history of the school few changes have been found necessary ; there has been a stability and a repose which always accompanies true growth.

#### AIMS.

The aim of this institution has been education in its broadest sense ; solid culture, refined manners and high Christian character.

#### SUCCESS.

This seed was planted by faith, in prayer ; and after almost half a century of faithful culture, let us test the quantity and the quality of the fruit.

Two years ago Dr. and Mrs. Reid, the present Principals of the school, planned a grand reunion, so that those who had planted and watered might taste of their labors, before being gathered to their fathers. The call was to the children to return to the old home for a few days. Seven hundred pupils from all parts of the United States responded in person ; others in distant lands by letter. Histories of the seminary and of all the classes had been carefully prepared. Many interesting statistics had been gathered by those historians.

More than four thousand pupils have been connected with the school, 697 of whom received its final honors. The average of character and scholarship has been remarkable. Most of the pupils have become sensible, intelligent women, showing breadth of mind and symmetry of character ; have been and are occupying positions of responsibility and usefulness all over our land, as wives, as mothers, as teachers, everywhere reflecting honor upon their Alma Mater. Its religious influence has been wonderful. While many of its pupils have been moulding characters, institutions, homes and churches in



every state in our Union, others have been doing the same work in India, China and the Islands of the Sea.

#### ITS PRESENT STATUS.

Dr. A. M. Reid and Mrs. Reid, the Principals of the school, assumed that relation twenty years ago. They have built well upon the old foundations. Gifted for their work in a high degree, they have kept pace with the march of improvement in Science, Literature, Art and Christian Culture. They have been eminently successful. The school was never more worthy of the patronage of those who desire that their children should enjoy the advantages of a noble Christian education.



## HISTORICAL SKETCH

— OF —

# ST. XAVIER COLLEGE,

CINCINNATI, O.

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This Institution, situated on Sycamore street, was established October 17, 1831, by the Rt. Rev. E. D. Fenwick, D. D., the first Bishop of Cincinnati, under the name of the *Athenæum*. The circumstances attending its establishment may be of interest, as they are closely connected with the early history of education—and especially Catholic education—in this city. In the year 1821, the Catholics of Cincinnati and vicinity had but one church, a small frame building, situated outside the city limits, as they then existed. In the following year it was removed to Sycamore street, and occupied the ground on which St. Xavier Church now stands. The frame building was soon after taken down and replaced by a larger and more permanent structure of brick. The latter edifice, with its tower and handsome spire, formed, at that early day, one of the most ornamental buildings in the city.

Beside the Church a school soon sprang up. It was judiciously organized, efficiently managed, and almost at once, without intermediate stages, grew into the proportions of an advanced literary institute, affording the youth in this section of the country an opportunity of acquiring a higher education. This Institution was styled “the *Athenæum*.” Thirty-five years ago it was considered a marvel of architectural beauty, and seemed

to embody the laudable pride of its founders as it towered above its less pretentious neighbors. But the times have gone on, and humbled the pride of the old *Athenæum*. It stands even now, it is true, but as a relic of the past. The wonder of the passer-by has given place to indifference, and another generation sports through the time-honored corridors, and, but for the watchful eye of the master, would disfigure the walls with as little consideration as they smile at the quaint square bricks on which they tread, and stop to joke at the solidity of the occasional fantastic framework which their fathers considered admirable.

To understand the object of its erection and the scope of its studies, we need but read the inscription carved on the front of the building: "*Athenæum Religioni et Artibus Sacrum.*" It must have puzzled the brain of more than one simple inhabitant of our young city, as he stood with gaping eyes to make out the mystic meaning of that motto!

The beginning of the *Athenæum* was very auspicious; but it did not continue in its original flourishing condition. At length, after varied fortunes, and a season of doubtful success, which answered but poorly the expectations of its friends and patrons, it was established on a new basis in 1840, being given by Most Rev. Archbishop J. B. Purcell, D. D., to the Fathers of the Society of Jesus, who have conducted it ever since. From that time it began to be known as St. Xavier College, and then, properly speaking, begins the history of the College as it exists to-day. In 1842 it was incorporated by the General Assembly of the State of Ohio, under the name which it now bears, with all the privileges usually granted to Universities.

Boarders as well as day scholars were received for instruction. The advantages held out to students from abroad who desired to board at the College were: An Institution easily accessible from all parts of the Union, a location peculiarly conducive to mental improve-

ment and bodily comfort, an opportunity of attending many interesting lectures on the arts and sciences delivered at the various Institutions in the city; regular and well-supplied markets; and, in case of sickness, the best medical attendance.

Taking into consideration the more frugal spirit of the times, more manly and more vigorous, as well as less prone to luxury than the present, the buildings were spacious, well ventilated, and remarkably adapted to school purposes. As a consequence, students flocked from the Southern and Western States, Mexico and Cuba.

The diet was plain, but wholesome and abundant, the discipline firm but paternal. The teachers always numbered more than twelve, and were exclusively devoted to the education of those entrusted to their care. Though the religion professed by the teachers and the majority of the pupils was that of the Roman Catholic Church, yet students of any denomination were admitted. In addition to the high character of its teaching, one other feature gave the College a reputation which induced many Protestants to prefer it to any of their own Seminaries for the education of their sons.

Corporal chastisement had been severely condemned on all sides, and almost completely banished from the schools. The result was a degree of lawlessness which seriously impeded their usefulness. The authorities of the College, though always retaining the right to inflict physical punishment, used it sparingly and with extreme moderation. Order, obedience, and the moral training of the youth confided to their care were always gained by other means. The students were continually under the eye of Prefects of Discipline, who ruled by mildness rather than severity. This arrangement, now as then in use in the College, formed an excellent substitute for the old-fashioned system, and won universal praise.

The plan of instruction embraced two departments, the Classical and Commercial, just as now; and included the same branches, with this only difference that, year by



year, the scope of the classical studies, as well as of the Scientific Department has been extended, till now it equals the standard of any College of its own grade, and is as complete as the patronage and support of a utilitarian age and the scanty resources of an unendowed Institution will permit. It can point with conscious pride to its work, and as it numbers its graduates by the score, it may well feel that it has struggled through vicissitudes and come forth victorious from difficulties under which institutions carried on for a less noble object than the greater glory of God might have sunk without dishonor. No State aid was ever given it. The effort made about 1850, and that of several years ago, to secure a division of the school fund for denominational schools, however manifestly just from the Catholic stand-point, failed; and it would have been worse than hopeless for St. Xavier's to expect State assistance.

During the decade from 1842 to 1852, the terms for board and tuition were \$130 per session of ten months, exclusive of personal expenses; and for day-scholars \$40. A couple of years after that the College ceased to receive boarders, but continued to accept other pupils at the same rate of tuition, till 1863, when the high price of every commodity and the depreciated value of money necessitated an advance of terms to \$60. The tuition fee remains the same still. The scholastic year has at all times consisted of one session, which commences on the first Monday in September, and ends in the beginning of July, at which time a public exhibition and solemn distribution of premiums takes place. Besides the annual distribution of rewards, the different places obtained by the pupils in their respective classes has always been proclaimed once a month, and medals as well as other badges of distinction given to the most deserving. Besides this, monthly bulletins were sent to the parents and guardians, at home and abroad, to inform them of the conduct, health and proficiency of their sons and wards.

The traditions of a religious order devoted to teaching

cannot fail to be of immense value in the training of youth.

The Faculty of St. Xavier's has been honored with many names which afterwards figured in Literature and Sacred Eloquence; and still more by those whose abilities, if modest worth and zeal in the cause of education count for aught, deserve to stand high among learned men. Quite a number of books have at various times issued from the pens of these silent workers, but because they were mostly of a religious character, and of general rather than Collegiate interest, they were known by their connection with their several authors rather than with the Institution.

Almost coeval with the College was the establishment of several Societies for improvement in literature, music, and the various branches which form a portion of a finished education. One of these, the Philopedian Society, still exists, bearing, after thirty-four years, no marks of age to mar the lustre of success. It still fosters literature and eloquence, meets once a week to exercise its members in debate, invites the attendance of honorary as well as of regular members, and from time to time gives a public entertainment or lecture. For the first ten years of its existence, the number of students annually attending the College varied considerably, reaching at times as high as 330, and then falling as low as 190. Political or local causes must have caused this fluctuation, as no change took place in the management of the College to justify this capricious variation. A note in one of the old catalogues throws some light on the matter. It is of 1848-49, and reads as follows: "On account of the prevalence of cholera at the present time, the greater part of these exercises (*i. e.* Commencement exercises) have been postponed till the opening of next session."

About this same time a course of lectures on National Law began to be opened, as a preparation for the study of Law and Political Science; for Political Grammar and Political Economy already formed a part of the College

course. A fencing class was likewise begun, and dancing taught, as both arts were then much cultivated; a gymnasium existed pretty much at all times. In 1849-50 several minor societies sprang into being. They were very short-lived, however, disappearing almost as suddenly as they had begun. A strenuous effort has been made for years past to bring the Library up to a standard suitable to the necessities and commensurate with the importance of the College. The result is that inside of twenty years the number of volumes has advanced from 6,000 to 14,000, exclusive of pamphlets, all purchased with the funds of the College, or obtained by private donation. The works are all well selected; many of them valuable and rare. Among the latter may be mentioned a "Universal History," translated from English into French, in 126 volumes; the "Classica Latina," in 150 volumes; a French History of China in 14 volumes; The Greek and Latin Fathers, in 125; Migne's "Course of Scriptures," in 27; Lord Kingsbury's "Mexican Antiquities," in 9 folio volumes, elegantly bound; and Bibles of various dates and in different languages, with a copy of the first edition of it printed in America; the Lord's Prayer in 53 different languages, &c. &c. In the collection of old and rare books are contained several published within half a century after the invention of printing. Among the books of languages beyond the range of ordinary study at the present day, may be mentioned a "Chinese Speaker," a Grammar of the Arab Language, a Sanscrit Grammar, an Ethiopic-Latin Dictionary, all the alphabets of the nations of Hindostan, several works in various Indian languages, &c., &c. It contains the ordinary standard works in general literature, both English and foreign; as also in History, and especially Philosophy and Theology. The Library, properly classified, is conveniently and neatly arranged in a hall on the ground floor of the new College building. The books occupy open shelves in a series of alcoves arranged along the side of the hall; above is a gallery, with additional

shelves. The framework is of wood, with simple and appropriate carving. The Library by itself would merit an extended notice.

The Museum, containing, amongst other choice articles, a large collection of conchological, geological, and mineralogical specimens, though sufficiently complete for the purposes intended, is yet far from the perfection which the Faculty desire and hope for.

The Professor of Physical Sciences has at his disposal a suitable provision of philosophical and chemical apparatus. Not having the ample resources which State Schools command, this department necessarily absorbs a large share of the solicitude and funds of those whose duty it is to provide apparatus suitable to advancing science. For reasons to be stated hereafter, most of the Professors are members of the Society of Jesus, but secular gentlemen of marked ability have invariably presided over special branches, such as music and drawing.

Prof. Brusselback, now holding a prominent position in the Public Schools of Cincinnati, and Prof. Gerold, the distinguished organist, have had charge of the musical department since about 1859. Mr. C. Collier, well known to Cincinnatians, and Mr. A. Piket, the Architect, directed for a long time the schools of drawing. It is needless to mention, as belonging to the corps of Professors, the names of individual Jesuits who afterwards acquired celebrity, since each of them considers his own glory identical with the fame of the Institution, to which they *gave* all that they possessed of honor.

Until 1869 the study of French and German was optional; then an additional class was introduced, and the course extended to seven years, German being made obligatory in the three lower classes of both Academic and Commercial Departments; French in the fourth and fifth of the Classical course. Last year another class was introduced into the Mercantile course, the standard of the classes advanced, and for the completion of that department four years required. Besides English, History,

Mathematics and Book-keeping, which are made a specialty in this department, Physics, Chemistry and Astronomy are also taught in the first class. Those who complete the Classical course receive the degree of Bachelor of Arts. They can obtain the degree of Master after two years creditably spent in some literary pursuit, or after one year devoted to the study of Philosophy. The students of the Commercial course receive no degree at the conclusion of their studies, but are given a certificate of proficiency, or scholarship. The classes, though differently named, agree substantially with those of non-Catholic Colleges: Philosophy, Rhetoric, Poetry and Humanities, corresponding respectively with the Senior, Junior, Sophomore and Freshman classes of other Institutions.

In 1867 a part of the new College building was erected on the corner of Seventh and Sycamore streets. The entire structure, when completed, will be one of the grandest buildings of the country, worthy of the enterprising spirit of the growing city. That portion now built is 66 feet in breadth, facing on Sycamore street, by 120 feet in depth on Seventh street, is five stories high, exclusive of the mansard roof; with the exception of the stone foundation and basement story, is of brick, peculiarly made, and is finished with stone facings; it is massive and majestic in finish, suggestive of strength and durability no less than beauty. The motto, "*Ad maiorem Dei gloriam*," deeply carved in a rosette of solid stone, set in the ceiling of the freestone porch, tells the character of the Institution to the curious stranger whose admiration has been attracted by the imposing structure. Towards this undertaking one zealous clergyman subscribed \$10,000, another \$1,000; a Catholic layman of this city, who is always foremost in works of charity, donated \$1,000. These sums, with a few smaller amounts, were all the aid received from without; the remaining funds, amounting to about \$130,000, were the result of years of saving and economy in the management of the College finances. It



remains to be seen whether, in the completion of the undertaking, the founding of Professorships, the establishing of suitable annual prizes for excellence in the ancient and modern languages, and in the sciences, there are persons who will emulate the generous founders of numerous non-Catholic institutions. It is to be hoped that the work may be speedily finished, and thus an Institution be here permanently established, in which the branches of the very highest education may be taught.

About ten years ago, the *Students' Library Association* was established. In connection with its library is a commodious reading room, containing the leading journals, magazines, reviews and works of reference, all of which are daily at the service of the members. Thus ample opportunities are afforded them of becoming acquainted with the current news, and of forming sound opinions upon all important questions. In this Association, as in all the societies recognized by the officers, the President is appointed by the President of the College, the other officers elected by the members of the body. Three years afterwards, the *German Literary Academy* was organized, with the object of affording its members an opportunity of acquiring ease and fluency in the use of the German language, now become so useful in this section of the country. Its weekly exercises consist of debates, essays, and oratorical compositions.

St. Xavier Church, adjoining the College, has no other connection, either directive or financial, with the College, except that the clergymen attending the congregation are members of the same religious order as the Faculty, and have the President of the Faculty as their Superior.

From the foregoing pages it must not be inferred that St. Xavier's enjoyed uninterrupted prosperity. Far from it. There was a time when it appeared under an eclipse, but it struggled on till its subsequent brilliant success threw into bolder relief the previous darkness. The main cause of its difficulties has already been hinted at—the

scarcity of funds. A few words about the status of its Professors and their preparatory training may serve to show how it has managed to effect so much with so little, and form an interesting corollary to this sketch.

The Society of Jesus, persecuted or cherished, has always been foremost in education, because its members were devoted to the work by choice, not by necessity, and never adopted teaching as an expedient in lieu of something better, or till a more lucrative position presented itself. It was the business of their life to study and to teach, to *teach well*, and to learn the difficult art. Persons are seldom received as members of the body till they have completed a collegiate course, and even then not unless their abilities and their age are satisfactory. They are tried two years in a Novitiate to see whether they will suit the Society and the Society will suit them ; and if the satisfaction is mutual, they are permitted to take vows by which they bind themselves to the Society and agree to accept any of its usual ministrations for which they shall be found fit. Their tastes, their dispositions and their talents are carefully observed to see in which channel they run, and by this observation Superiors are guided in applying them to preaching, to ministerial duties, teaching, or any such occupation. During two more years they repeat their rhetoric and poetry, studying the classics, both ancient and modern, very minutely, with a view of preparing themselves afterwards to *teach* these branches, or any others. Then they make a thorough study of sound Christian Philosophy for three years, performed mainly in the Latin language by means of lectures, essays, discussions or debates. At the same time they do not neglect literature, and make a special study of the Physical Sciences and Mathematics. If any one shows an aptitude for any of these branches, he receives additional training in them on the completion of the ordinary course. Thus their minds are filled with an abundance of sound thought and knowledge, and they are deemed capable of forming the minds of others.

It rarely happens that any one is applied to teaching till he has finished this preparatory training; and then he usually begins with a lower class and advances upwards, year by year. After a period varying from four to five years, they are ordained clergymen, having previously applied themselves exclusively to theology during a space of three or four years, and then usually resume the labor of teaching.

In every College there is a Prefect of Studies, generally a man of much experience and learning, whose duty it is to direct the studies and aid the young teacher in his task by timely counsel. Thus the Professor is formed by precept and example, theoretically as well as practically. It is equally the aim and the pride of the Faculty of St. Xavier's, as in all Jesuit Colleges, to inculcate virtue as well as learning, and their previous religious training as well as a life continually retired, studious and prayerful, make them models of imitation no less than effective instructors. Yet they never tamper with the religious belief of any student, and studiously avoid influencing him any way except by the example of a good life. It is a sufficient reward for them if their pupils lead virtuous lives.

The cost of thus educating its teachers falls upon the College. The Professors receive no salary whatever, and devote their talents and life to the cause of education. They live at the College, are unmarried, lead a common life, indulge in no superfluities, and sometimes even stint themselves in what they might legitimately claim, when the circumstances of the College demand such sacrifice. Had St. Xavier's College to pay the Professors salaries such as their abilities warrant, and other institutions pay, for similar or inferior services, it could not live a day.

Besides this, from the testimony in the tax-exemption case of "John B. Purcell *vs.* John Gerke, County Treasurer, and Walker M. Yeatman, County Auditor; and St. Xavier College *vs.* the same," argued in the general term

of the Superior Court, Cincinnati, 1873, it will be seen that many students were received free; that this condition was known only to the Faculty; that they were treated in all respects like the other boys; that no student was ever sent away from the College *only* for having failed to pay his tuition.

Yet St. Xavier College has not shrunk from making these and greater sacrifices in the cause of education, and has the pleasing satisfaction of seeing her registers crowded with the names of 3,000 old students, 230 graduates, 274 in attendance last year, and a corps of 18 Professors. Rev. E. A. Higgins is at present its efficient President.

# BRIEF HISTORY

OF

## Twinsburgh Institute.

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TWINSBURGH INSTITUTE had its origin as early as 1828.

REV. SAMUEL BISSELL, the present principal and proprietor, graduated at Yale College, 1823. During his college life he began his career of teaching, and to defray his expenses in college he spent one year in the four in giving instruction. Soon after graduation he began the study of Theology, and in 1825 was licensed in Connecticut to preach the Gospel, and soon came to Aurora, Portage county, O., to which place with his parents he, at the age of nine years, came in 1806.

Here he commenced a private school in 1826, and continued two years till the spring of 1828, when he went to Twinsburgh, his present place of residence, to take charge of the Presbyterian Church and Society to which he had been invited. Several young men accompanied him from Aurora, who were preparing for college. A block house had been erected for him about half a mile west of the center. On the lot was a log house, 20 by 30 feet, built for a shoe shop. It was very rude, with rough boards for the floor, and loose ones overhead. Three holes were cut out of the logs for windows of four lights each, with a fire-place at one end, built of rough stones, and topped out with sticks, plastered over with clay. In the fall of 1828 this was fitted up with seats. Invitation was given to all the youth of suitable age to attend school in welcome, or if they chose to pay, the tuition would be \$2 00 per quarter. Some forty or more scholars were packed into this small place, giving ample employment for one teacher during the term of four months. This continued to be the place of the school till 1831, when a house was built for the two-fold purpose of holding meetings on the Sabbath,



and a school on week days. This continued to be the place for the school till 1835, when there was an interim of eighteen months. During this period Mr. BISSELL removed to Edinburgh, Portage county, and spent about eight months in teaching there.

In 1837 he returned to Twinsburgh and erected a house 20 by 35 on the spot of the present edifice, when three regular terms of forty weeks in the year began, and have continued to the present time without the loss of a single term for thirty-nine years.

In a couple of years an addition of 20 feet was made to the building, and other appendages to the dwelling hard by, for the convenience of students. Boarders from abroad came in, and the numbers were so increased that in August, 1843, the house at the center, which had been used as a tavern, 30 feet by 50, two stories high, was purchased. The same year another building, 30 by 50, three stories, was added, and in two years after, still another, 30 by 40, three stories. In a short period the Old Academy, as it was called, was procured, making quite an array of buildings. From the number of scholars with which the school began in 1828, it had increased to three hundred, with at least fifty boarders. Seven teachers and assistants were now required to give instruction in the classics, mathematics, German and French, music—vocal and instrumental—penmanship and all the common academical studies. No charter was ever obtained, and no public money was appropriated. Board and tuition were so low that the most indigent found encouragement to enter the institution, and avail themselves of its privileges. A large number were received, who paid very little or nothing. So small were receipts to meet expenses that a debt of \$6,000 was accumulated, so that the buildings at the center were sold, and the debts paid, leaving a balance of three hundred dollars only. With this another house was purchased and used for the school.

This embarrassing debt, the school law, and the war greatly diminished the numbers.

At this time, without means, and with a very scanty income, the foundation of another house of stone was laid, 77 feet by 33, two stories, in 1866. At the end of the second year, a very plain room in it was fitted up for the school. Almost penniless, Mr. BISSELL found no other way but to put his hands to the work and rear the edifice. Such a course, at the age of 70, was not a little disheartening. An old horse and wagon were purchased, carpenter, joiner and stone tools were procured, and the work went slowly and steadily on. The rocks were riven, and 700 perches of stone were on the ground. Engines were procured to lift the stone from the quarry and raise them to their places in the wall. Without any previous knowledge of carpenter or joiner work, a self-supporting roof was formed and put on. Doors, ceiling and casing were made and put up. Floors above and below were laid, and stairs built. Save the cutting and laying the stone, and doing the plastering, most of the work was done by the hand of Mr. BISSELL.

To defray the expense of the building a loan of \$1,500 was made at a very high rate of interest, which, together with the benevolence of some former scholars, and that of a few others, amounting to about \$800, the lower part of the building, and some of the upper, has been completed and paid for. It will now accommodate about 100 scholars, and when completed, many more. The present number is about 50. The cost of the building thus far cannot be less than \$8,000. The enterprise has been attended with great exertion and self-denial. The whole number of students that have been connected with the institution will not vary much from 6,000. Among these have been 183 Indian youth, from five different tribes. These have been on an average in the institution at least one year, the expense of whom, including board, tuition, room, fuel, light, washing, books and stationery, and some clothing, say at

\$200 per year, will amount to \$36,600. Not much less has been expended on white indigent youth. The whole expense, in building and purchases of buildings will not fall below \$10,000, making the whole amount expended during the forty-eight years, not less than \$75,000. To offset this, not more than eight or ten thousand dollars have been received from all sources.

Among the scholars are many very useful and excellent men and women, scattered over a wide extent of country and found in all the departments of life. A large number are clergymen of different denominations, attorneys, judges of courts, members of legislatures, physicians, surgeons, generals in the army, professors in colleges, and a great variety of common school educators, altogether too numerous to specify.

Of the Indian youth it may be truthfully stated, that some of them have surpassed in scholarship any of the white youth of the Institution. One of them, a Seneca, graduated at the head of his class of medical students in Geneva, New York, and for years was employed by his nation as their agent at the legislature in Albany, to take care of their interests. Another from the Northern part of Michigan, soon after he left the Institution, went to the Legislature of Michigan, and obtained the enactment of a law giving the right of citizenship to his people in Michigan. In short, it may be said of them, as a body of youth, that full as large a proportion of them have excelled, as is true of an equal number of white students. There is no reason in the world why the advantages of a good education should be withheld from the sons and daughters of the forest.

The Institution, from the humblest beginnings, has kept on its course through all opposing obstacles, and, as been stated, has not lost a term for nearly forty years. The beginnings were founded in prayer, and the superstructure has been reared in faith and corresponding works, and all under the fostering care and agency of God, to whom be all the honor of what has been accomplished.

# WESTERN RESERVE COLLEGE.

HUDSON, OHIO.

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1.—This is and has been from the first the only legal and the commonly-used name of the College. The name originated in the following historical facts: The territory of Connecticut, according to the original patents, extended from the mouth of Narraganset river forty leagues along the coast, and thence due west to the South Seas. The Northern boundary was determined to be 42 degrees and 2 minutes, north latitude. The southern boundary, fixed by the western terminus of the coast line, was the forty-first parallel. Though the rights of Connecticut were trampled upon by the patents of the Duke of York and William Penn, she still claimed the territory west of Pennsylvania. At the adoption of the "Articles of Confederation," when the States ceded their lands north-west of the Ohio river to the general government she *reserved* that portion of her territory lying next west of Pennsylvania, forty leagues in length. This was called the Connecticut *Western Reserve*. This College was established on this Reserve by its early settlers to promote learning and religion here and to be a base of operation for extending their good influences over the new country to the west and south.

## 2.—*The Charter.*

(a) The Charter bears the date of February 7, 1826.

(b) The Board of Trustees was to consist of twelve members, exclusive of the President. The names of the first Trustees or corporators were George Swift and Zalmom Fitch, of Trumbull County, Caleb Pitkin, Elizur Wright, John Seward, Jr., Benjamin Fenn, Joshua B. Sherwood and David Hudson, of Portage County, Stephen I. Bradstreet and Simeon Woodruff, of Cuyahoga County, Henry Brown and Harmon Kingsbury, of Lorain County. These twelve men were created a body politic and corporate to be styled the Board of Trustees of the Western Reserve College. They were empowered "to fill vacancies which may happen by resignation, death or otherwise," in their number. The Charter imposes no restrictions whatever in respect to mode of election, term of service, residence, religious creed, or other qualifications. The State has no control except, "That the Legislature shall have a right to alter or amend this act when they deem it necessary—Provided that no fund or property belonging to said College shall ever be by law appropriated to any other purpose." In a word, the Board of Trustees is a close corporation with full power. The original members of the Board were all either ministers or members of the Presbyterian or Congregational churches, which at that time were so cordially united on the so-called "Plan of Union." This was a necessary result of the religious and ecclesiastical condition of Northern Ohio. The Board has ever since been constituted in the same manner in this respect.

(c) The Charter enacts, "That the said College shall be located in the township of Hudson in the County of Portage" (now Summit). The question of location had been determined by the founders before the Charter was sought.



(d) The College began operations in 1826 with property of the value of about \$10,000, contributed by a large number of donors, mostly in small sums. Its only hope for the means of support and growth was in the liberality and devotion of the friends of religion and learning in this then new country and in the older States from which the people here had come.

(e) The Trustees were directed by the act of incorporation to hold their first annual meeting in the township of Hudson on the first Wednesday of March, 1826. They met on that day and proceeded immediately to the construction of a college building, and before the close of the year organized a freshman class. They were placed under no other limitations except this of the time of their first meeting.

(f) The Charter enacts that the College "shall be erected on a plan sufficiently extensive to afford instruction in the liberal arts and sciences; and the Trustees may, as their ability shall increase and the interests of community require, erect additional departments for the study of any or all of the liberal professions." The act contains no farther stipulations upon this subject.

(g) The Board of Trustees have full "power to confer on those whom they may deem worthy, all such honors and degrees as are usually conferred in similar institutions." The degrees which have been conferred heretofore are Bachelor of Arts, Master of Arts, Doctor of Medicine, Bachelor of Divinity, Doctor of Divinity, and Doctor of laws. There have been no honors conferred in any other form.

(h) There are no "other specific powers, privileges, or duties mentioned in the organic act" except the ordinary ones pertaining to officers and servants.

### 3.—*Modifications of Charter.*

In 1844 the act of incorporation was amended so as to

authorize the establishment of the Medical Department in Cleveland instead of Hudson. By a general law passed in 1865, it was made possible to increase the number of Trustees from twelve members besides the President to twenty-four. The Board has availed itself of this privilege in part.

#### 4.—*Site.*

The village of Hudson is five hundred and forty-seven feet above Lake Erie and eleven hundred and twenty-two feet above tide-water. It is on the carboniferous conglomerate just north of the margin of the coal, and on that table-land which runs east and west through the State separating the waters of Lake Erie from those of the Ohio river. The surface is undulating and covered with heavy deposits of glacial drift. The native forest is mixed and the soil best adapted to grazing. The location is remarkably healthy and from the first settlement has been entirely free from epidemics, and has had a smaller percentage of malarial diseases than almost any other of the most healthy places in the west.

Geographically the village is situated in Summit County, twenty-five miles south-east from Cleveland, on the Cleveland and Pittsburgh rail-road, one hundred and twenty-five miles from Pittsburgh, and at the junction of the Cleveland, Mt. Vernon and Columbus railroad; twelve miles north of Akron, and one hundred and thirty-five miles north-east of Columbus. This location was selected for the College as being central to the Reserve, easily accessible and in respect to health and morals most favorable.

#### 5.—*Grounds and Premises.*

The extent of the grounds is thirty-eight acres. Twelve acres were donated to the College exclusively for a park. The work of improvement for this purpose has not yet been entered upon. About six acres are occupied by

residences for the Faculty and boarding houses. The campus in which the buildings are located and which is for the free use of the students contains twenty acres.

#### 6.—*Other Lands.*

During the history of the College many donations of lands have been made to it, but it has never been thought expedient to hold any of these as an investment; they have been held only until they could be profitably converted into funds. The College at present owns in Missouri eighty acres of land valued at six hundred dollars, in Iowa one hundred and twenty acres valued at two hundred and fifty dollars, in Wisconsin two hundred and twenty acres valued at nine hundred dollars. These lands however are included in the statement made below concerning Grants and Endowments.

#### 7.—*Buildings.*

The college buildings are five in number, standing in a line from north to south, on a ridge of land, and facing the west. They are all built of brick, three and four stories high, and two of them are painted a light brown color. Two are dormitories, one a chapel and library, one contains chemical and physical laboratories, museum, lecture and recitation rooms, and one contains the preparatory school and society rooms. Out of this line stands a small brick Astronomical Observatory equipped with a transit circle, a sidereal clock, and an equatorial telescope with a four inch aperture.

BUILDING.	DATE.	COST.
First Dormitory .....	1826-7	about \$ 5,500 00
Preparatory School and Society Rooms.	1830-1	" 5,000 00
Chapel and Library .....	1835-6	6,231 52
Second Dormitory .....	1837-8	8,070 29
Observatory .....	1838	1,086 57
Lecture, Recitation Rooms, &c.....	1842-3	

There have been no buildings removed and none need to be removed, but the second in the list needs thorough repairs.

8.—*Grants and Endowments.*

This College has never received a cent from the State or from the United States Government in any form except in the way of a partial release from taxation. "The Society for the Promotion of Collegiate and Theological Education at the West" gave to the College about thirteen thousand dollars in the years 1845 to 1848. All other gifts have been from private persons who were interested in the advance of "religion, morality and knowledge." The largest single donation ever received is ten thousand dollars. The number of single donations seems remarkable,—over four thousand four hundred and fifty.

Looking over the list of donors for the names of those who have given a thousand dollars or more, we find that H. B. Hurlbut has given \$25,100, T. P. Handy, \$14,310, Joseph Perkins, \$13,420, Heman Oviatt, \$11,720, D. T. Woodbury, \$11,000, H. B. Perkins, \$7,166, Mrs. Rebecca Kinsman, \$6,000, Hon. Reuben Hitchcock, \$5,350, Gen. Simon Perkins, \$5,000, W. Thaw, \$5,000, Harvey Baldwin, \$4,930, T. D. Crocker, \$4,500, Prof. N. P. Seymour, \$3,610, Selah Chamberlain, \$3,500, David Hudson, \$3,142, Nathan Perry, \$3,000, S. B. Chittenden, \$2,500, P. M. Weddell, \$2,427; Rev. John Seward, \$2,275, Rev. W. H. Goodrich, \$2,200, President Pierce, \$2,160, Prof. H. N. Day, \$2,048, President Hitchcock, \$2,042, Harmon Kingsbury, \$2,022, Rev. Caleb Pitkin, \$1,984, A. A. Brewster, \$1,800, Jacob Perkins, \$1,666, Prof. S. St. John, \$1,600, O. K. Hawley, P. M. Hitchcock, J. M. Woolsey, Elisha Taylor, Mrs. Betsey Barnes, and Hon. E. N. Sill, \$1,500 each, Guy Wolcott, \$1,420, Prof. L. P. Hickok, H. Harvey, \$1,350 each, Daniel Upson, \$1,250, Elizur Wright, \$1,129, Rev. G. Sheldon,

W. A. Otis, J. B. Cowles, Hon. J. B. Clark, Hon. W. H. Upson, \$1,100 each, Wm. Williams, \$1,090, M. G. Semple, L. Hopkins, G. M. Atwater, D. Perkins, Prof. J. J. Bushnell, Prof. F. Shepherd, D. Everest, G. W. Gardner, G. H. Burt, W. Bonnell, Mrs. E. E. Taylor, Dr. A. D. Lord, H. M. Flagler, a friend by L. Prentiss, \$1,000 each.

All other donors have given less than a thousand dollars each.

Some of those whose names are mentioned above and others also, have given pledges of money which is not yet due, as Mr. T. D. Crocker, (whose subscription amounts to \$10,000, of which \$5,500 is not yet due), Rev. W. H. Goodrich and Mr. Marcus Cozad. The names of more than four thousand other donors, worthy of equal honor for the gifts which they made according to their means, space will not allow us to record here. They are contained in the records of the College, and will ever be held in grateful remembrance.

These donations began in 1823; from that time to the present only five years have elapsed without some gifts. The largest amount was given in 1849, viz.: \$52,112. The total amount of donations is \$387,040. Much of this was given for current expenses in times when there was no income from the property of the College. The present value of the endowment and property is not far from three hundred thousand dollars.

Heman Oviatt endowed and named the professorship of Rhetoric; H. B. Hurlbut that of Natural History and Chemistry, Joseph Perkins that of Natural Philosophy and Astronomy; T. P. Handy that of Intellectual Philosophy. Mr. Crocker's gifts will also entitle him to name a professorship.

#### 9.—*Origin and Changes.*

The first movement towards the establishment of a



College on the Western Reserve of Connecticut was made in 1801, when a petition for a charter was sent to the territorial Legislature, numerouslly signed by the settlers and by many of the land-owners residing in Connecticut. The charter was not granted at that time. In 1803, after Ohio had been admitted into the Union as a State, the petition was renewed and a charter incorporating the "Erie Literary Society" with full college powers was granted by the Legislature at its first session. This Society opened an Academy at Burton in 1806. In 1822 the Presbyteries of Grand River and Portage appointed Managers of an education fund, which they were engaged in raising to aid young men in preparing for the Christian ministry. These Managers, by direction of their Presbyteries, entered into a compact with the Trustees of the Erie Literary Society, by which a theological department was to be erected on the foundation of that charter at Burton. It was intended that the Academy should be developed into a College as fast as circumstances would permit. By the compact the Managers were to have the powers of visitors.

Burton proving, in the view of the Managers, an unsuitable place for such an institution, they endeavored to induce the Trustees of the Society to remove to a more favorable location. Failing in this they dissolved the connection in 1824 and immediately began their efforts to establish a College elsewhere. The Academy at Burton continued in operation under its Charter until 1834, when it ceased to exist as a chartered school. Eleven hundred and thirty acres of land donated to the Erie Literary Society by William Law of Connecticut in 1806 on condition that the College be established and continued at Burton reverted to his heirs in 1841.

The Presbyteries, now increased by the formation of that of Huron, appointed four Commissioners each to

locate the new Institution, directing them to "take into view all circumstances of situation, moral character, facility of communication, donations, health, &c." The town of Hudson was selected as combining the greatest advantages. The amount of donations subscribed in the town to secure the location was \$7,150.

The objects proposed by the founders were "to educate pious young men as pastors for our destitute churches," "to preserve the present literary and religious character of the State and redeem it from future decline," to prepare "competent men to fill the cabinet, the bench, the bar and the pulpit." The clerical portion of the founders were most of them graduates of Yale College, the others of Williams and Dartmouth. The lay portion were from Connecticut, having been reared under the shadow and influence of Yale College. Those famous Colleges of New England were therefore their models; the objects they had achieved were the ends sought for here by the same means.

The Christian people of the Western Reserve had their souls filled with the thought and the impulse embodied in the Ordinance of 1787, that, "Religion, morality and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." The early efforts for a college were very general and unanimous. As usual, the ministers, being more widely acquainted and specially set apart to labor for the progress of "religion, morality and knowledge," took the lead. Of the more immediate founders of the College, without disparaging other wise, noble and devoted co-operators, we would mention the Reverends Caleb Pitkin, John Seward, Harvey Coe, Benjamin Fenn, Stephen I. Bradstreet, Giles H. Cowles, D. D., and Simeon Woodruff, together with Messrs. David Hudson, Elizur Wright, Henry Brown, Zalmon Fitch, Harmon

Kingsbury and Joshua B. Sherwood. The self-denying and devoted labors and sacrifices of these men entitle them to lasting honor and remembrance among all who love the firm foundation principles of our christian state and nation.

Rev. Caleb Pitkin was born Feb. 27th, 1781, at New Hartford, Ct. His father was a farmer, and the son labored with him steadily, except perhaps six months, until twenty-one years of age, enjoying only ordinary school advantages. He pursued preparatory studies with Rev. A. R. Robins of Norfolk, and entered Yale College in 1802—graduated in 1806—studied Theology with Rev. Asahel Hooker, of Goshen—was licensed to preach Jan. 16th, 1807—ordained and installed Pastor of the Second Congregational Church at Milford, March 16th, 1808—dismissed Oct. 22d, 1816, that he might go as a missionary to Ohio—installed Pastor of the Church, Charlestown, O., April 23d, 1817, laboring there half of the time and spending the other half as a missionary traveling over the Reserve—dismissed Jan. 30th, 1827. He then moved to Hudson and devoted himself to the interests of the College in various forms of agency until August, 1843, preaching, however, as he also did subsequently, most of the time. He died Feb. 5th, 1864. He was a man of strong convictions, great vigor and energy of mind and character, unyielding perseverance and of very conservative views. He was one of the Managers of the Education fund of the Presbyteries from the beginning; a Corporator of the College, and a Trustee till his death. Up to the time of his removal to Hudson he received private pupils in the studies preparatory for college.

Rev. John Seward was born at Granville, Mass., in 1784—graduated at Williams College in 1810—studied Theology with Rev. Ebenezer Porter, D. D. at Washington, Ct.—came to Ohio as an itinerant Missionary, under the pat-

ronage of the Connecticut Missionary Society, in October, 1811—installed at Aurora, Aug. 5th, 1812—dismissed May 22nd, 1844—settled in Solon, in the year 1844—dismissed Sept. 4th, 1860—then removed to Tallmadge, where he lived in retirement—died Jan. 24th, 1873. Mr. Seward was a very persistent, faithful worker, lenient and mild in temper, of wide sympathies, of decided views, but cautious not to offend. He took careful notice of events and tendencies, and wrote often for the Ohio Observer, on every subject of practical interest to the churches, and always in the most kindly tone. He also was a Manager of the Education fund, Corporator of the college, and Trustee till 1854. During twenty-eight years he was absent but six times from the meetings of the Trustees. During his residence in Aurora he instructed young men in studies preparatory to the college course, and also taught Divinity students.

Rev. Harvey Coe was born at Granville, Mass. Oct. 6th, 1785—graduated at Williams College, 1811—was licensed to preach, 1812—came as a missionary to Ohio, 1813—spent one year itinerating—settled over the church of Vernon, Hartford, Kinsman and Gustavus, in 1814—dismissed on account of ill health, 1830—removed to Hudson, was agent for the college till 1833—agent for the A. B. C. F. M. till 1850—died March 8th, 1860. Mr. Coe was remarkably earnest and useful as a pastor, and his church enjoyed great prosperity. He was very devoted and successful also in both his agencies. He was conservative and decided in his views, ardent in his piety, devoted and persevering in action. He took an active part in all the efforts to found a college, from 1817 on; became a Trustee in March, 1826, resigning in 1854. During his residence in Vernon, Mr. Coe gave instruction to students in Divinity.

David Hudson Esq., was born in Branford, Ct. in 1761. Most of his early life was spent in Goshen. He early



became sceptical in his religious views, going so far as to renounce Christianity altogether. In 1798 he returned to a cordial faith in Christ. In 1799 he came to Ohio, having purchased, in company with another person, the township which bears his name, removed his family in 1800, and here spent the remainder of his life. He was an honorable man, of broad views, earnest in his support of the institutions of religion and efforts for moral reform, hospitable, public spirited, and active in every good work. He was specially devoted to the cause of education, and labored earnestly and gave liberally to build up the College.

Hon. Henry Brown, was born in Stockbridge, Mass., January 3d, 1773—entered Harvard College, but was compelled by ill health to abandon his course in the second year—engaged in mercantile business—in 1817 organized a colony of religious people, and removed to Brownhelm, Ohio—a Judge of the Court of Common Pleas. He was a generous, liberal, frank man, of wide knowledge and acquaintance with the world, orderly and precise in his business, hearty in his support of all religious movements, and largely devoted to public interests. He was the agent appointed to secure the charter of the College, was one of the Corporators, and a wise, active and faithful Trustee until his death, Dec. 16th, 1843.

Elizur Wright, A. M., was born in Canaan, Ct., July 30th, 1762—graduated at Yale College, 1781—taught a year in Weathersfield—then took charge of his father's farm, spending his time in private study, fitting young men for college, (Samuel J. Mills being one of his pupils), and in public duties imposed on him by his fellow citizens, representing his town in the Legislature many years—emigrated to Tallmadge, Ohio, in 1810. Being a man of wealth, education, good judgment and decided religious character, his influence was widely felt for good. He was one of the founders of the Tallmadge Academy which



went into operation in 1815. His labors and counsels were of great value to the College, of which he was a Corporator. He remained a Trustee until 1840, resigning at seventy-eight years of age. He gave his library to the college, among other contributions.

These men, and many others, labored and contributed, with great self-denial and faith, aiming as they did to establish a college of the highest order, in a new country, where money was scarce, toil hard, and population scattered, without the aid of any state or national grants, depending solely upon the voluntary contribution of those who believed that "religion, morality and knowledge" were "necessary to good government, and the happiness of mankind."

The labors of the Presidents and Professors of the College, have been of a different character, but no less devoted and self-denying. There have been four Presidents, of whom three are deceased.

Rev. Charles Backus Storrs was appointed Professor of Christian Theology in 1828, and became President in 1830. He was born at Longmeadow, Mass. in May, 1794—prepared for college at Munson—entered Princeton College, but was compelled by feeble health to leave his studies during the Junior year—studied Theology with Dr. Woolworth, at Bridgehampton, L. I.—in 1813 licensed to preach, and preached a year, but was compelled to retire by feeble health again—In 1817 went to Andover Theological Seminary, and completed the course of study—in 1820 went to South Carolina and was ordained at Charleston, Feb. 2d, 1821—labored as a missionary in South Carolina and Georgia, for a year and a half, when he was again broken down by ill health. In the summer of 1822 he traveled north through Ohio—accepted a call to the church at Ravenna, Ohio, where he labored with great success, until he became Professor in the College. He was "distinguished

for steadiness, clearness, and purity of conception, power of thought rather than quickness; the solid, acute and comprehensive, rather than the splendid and versatile. First principles in all things to be seized with a sagacious grasp. His opinions were his own, for he scorned to receive them from authority. He disdained to trifle, and therefore exhibited a habitual steadiness, energy and elevation of mind, which proved the rigid discipline to which he was subject. He had much of that diffidence which is constitutional, but still more of that modesty which is a virtue." He had great singleness of aim, and no selfish schemes. His one purpose was to build up the kingdom of God on earth. As a teacher and college officer he was greatly beloved and revered by all the students. He had great power as a preacher. He was early enlisted in the cause of anti-slavery, and was one of its most powerful and fearless advocates. In June, 1833, his feeble health compelled him to seek release for a time from his college duties. He went to Massachusetts, and there sank rapidly with consumption; and died Sept. 15th, at the age of thirty-nine years.

Rev. George Edmund Pierce, D. D. was born in Southbury, Ct., Sept. 9th, 1794, and died in Hudson, O. May 28th, 1871. He graduated at Yale College in 1816—taught an Academy in Fairfield two years—studied Theology three years at Andover, Mass.—became pastor at Harwinton, Ct. July 10th, 1822, where his ministry of twelve years was eminently successful—was made Doctor of Divinity by Middlebury College in 1838—became President of Western Reserve College in 1834, and retired from that office in 1855. His labors for the College were most self-sacrificing, faithful, arduous and patient. The financial affairs of the College were in an embarrassed condition during the larger part of his term of office, bringing upon him a great burden of care and labor. He was resolute

and persevering in all he undertook. Under his administration the College took its place for thoroughness and completeness among the best in the land. He had great penetration in judging of men, and gathered about him a wise and able Faculty. He enlarged and beautified the grounds, erected the Observatory and three college buildings, and gathered a valuable apparatus for instruction. The graduates of his day had great love and admiration for him and his family.

Rev. Henry Lawrence Hitchcock, D. D. was born in Burton, Oct. 31st, 1813—prepared for College in the Academy of the Erie Literary Society at Burton—graduated at Yale College in 1832—taught the Academy at Burton two years—studied Theology at Lane Seminary—became pastor of the Congregational Church at Morgan in 1837; of the Second Presbyterian Church at Columbus in 1840—became President of the College in 1855—resigned his office in 1871, but remained as Professor in the College until his death, which occurred July 6th, 1873. He found the College in a very embarrassed condition in all respects, but he brought to his work a good and well-trained mind, a good knowledge of men, tact and experience in affairs, and unreserved devotion. His efforts were crowned with success. He removed all the encumbrances of the College, and added to its permanent fund more than one hundred and seventy-five thousand dollars. By his kindness, his wisdom and good sense, he won the love and confidence of all his students. By his public labors in the pulpit, and in the councils of the church, as well as through his pupils, his influence reached far, and will long remain.

The theories of education, and methods of instruction here, have not in any respect differed from those of the Colleges of New England. In 1830-31 the question of the propriety of so large a use of the works of heathen authors

as text-books, was agitated among the friends of the College, but the course was not changed in that respect.

The system of manual labor, in connection with the course of education was advocated by the founders of the College as early as 1823. They expected much from the influence of such a system on the moral tone of the students, as well as from the physical and pecuniary results. In 1829 the Trustees provided a workshop and farm and established a system of labor. They went so far as to establish a cooper shop, wagon shop and cabinet shop, and, in 1837, they even considered the question of opening a blacksmith's shop. The system, however, proved unpopular with the students and utterly unprofitable to all parties pecuniarily and in every respect. Some lingering remnants of it remained until 1852.

The Board of Trustees is, by law, a close corporation, and the Alumni of the College have shown no signs of a desire to modify the constitution of the Board. Four of the Trustees are, however, Alumni of the College, and others will doubtless be brought into the Board as vacancies occur. The following are the names of the Trustees at present:

REV. CARROLL CUTLER, D. D.,	PRESIDENT,	<i>Hudson.</i>
HARVEY BALDWIN, Esq.,	.	<i>Hudson.</i>
JOSEPH PERKINS, Esq.,	.	<i>Cleveland.</i>
HON. REUBEN HITCHCOCK,	.	<i>Painesville.</i>
HON. SHERLOCK J. ANDREWS, LL. D.,	.	<i>Cleveland.</i>
REV. DEXTER WITTER,	.	<i>Burton.</i>
HON. WILLIAM H. UPSON,	.	<i>Akron.</i>
REV. EBENEZER BUSHNELL, D. D.,	.	<i>Fremont.</i>
H. B. HURLBUT, Esq.,	.	<i>Cleveland.</i>
T. P. HANDY, Esq.,	.	<i>Cleveland.</i>
REV. H. C. HAYDN, D. D.,	.	<i>Cleveland.</i>
EDWIN S. GREGORY, M. A.,	.	<i>Youngstown.</i>
REV. EBENEZER BUCKINGHAM, D. D.,	.	<i>Zanesville.</i>

REV. ELEROY CURTIS, . . . . . *Newburgh.*  
HON. JOHN C. LEE, . . . . . *Toledo.*

WILLIAM PETTINGELL, Esq.,  
TREASURER AND RECORDING SECRETARY.

E. S. CARTWRIGHT, Esq.,  
AUDITOR.

10.—*Plan of Education, and Course of Study.*

Candidates for admission to the Freshman Class will be examined in

English Grammar, Reading and Writing;  
Ancient and Modern Geography;  
Higher Arithmetic—including the Metric System of Weights and Measures;  
Algebra, Loomis's, through Equations of the Second Degree;  
Geometry, Loomis's, three Books;  
Latin Grammar—Allen and Greenough's preferred;  
Cæsar, Gallic War, three Books;  
Cicero, six Orations; after 1876, eight Orations;  
Virgil, four Books of the *Æneid*; Books I and II of the *Georgics*, and half of  
the *Bucolics*;  
Arnold's Latin Prose Composition, 130 pages;  
Greek Grammar;  
Xenophon's *Anabasis*, three Books; one Book of Homer's *Iliad*.

Real equivalents for the above Latin and Greek authors will be accepted, but no less amount, except that additional Mathematics may be substituted for a portion of the Greek, provision being made for instruction to supply the deficiency in that language.

Candidates for advanced standing, whether they come from other Colleges or not, are examined in the above studies, and also in those to which the classes they propose to enter have attended.

Satisfactory testimonials of good moral character are required, and those who are admitted from other Colleges must produce certificates of dismissal in good standing.

After this year students will be admitted, without Greek, to a course of study the same in all respects as the regular course, except that Modern Languages will be substituted for Greek. The requirements for admission



will be the same, in Latin and English, as for the regular course, together with the History of the United States, Physical Geography and Physiology.

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## FACULTY AND INSTRUCTORS.

REV. CARROLL CUTLER, D. D., PRESIDENT,  
Handy Professor of Intellectual Philosophy,  
and Oviatt Professor of Rhetoric.

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.....  
Professor of Christian Theology,  
and Pastor of the College Church,

NATHAN P. SEYMOUR, LL. D.,  
Professor Emeritus of Greek and Latin.

MATTHEW C. READ, M. A.,  
Lecturer on Zoology and Practical Geology.

REV. LEMUEL S. POTWIN, M. A.,  
Professor of Latin,  
and Instructor in English Literature.

EDWARD W. MORLEY, M. A.,  
Hurlbut Professor of Natural History and Chemistry.

JAMES R. SEVERANCE, M. A.,  
Instructor in Elocution.

THOMAS D. SEYMOUR, M. A.,  
Professor of Greek,  
and Instructor in Modern Languages.

CHARLES J. SMITH, M. A.,  
Professor of Mathematics,  
and Perkins Professor of Natural Philosophy and Astronomy.

JAIRUS RAYMOND KENNAN, B. A.,  
Principal of Preparatory School.

CLARENCE EMIR ALLEN, B. S.,  
Instructor in Preparatory School.

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\* The duties of this Chair are performed during this year by Rev. JOSIAH STRONG, B. A., of the Class of 1869.

# COURSE OF STUDY.

## FRESHMAN YEAR.

### FIRST TERM.

*Greek* .....Xenophon's Memorabilia; Hadley's Greek Syntax.  
*Latin* .....Chase's Livy; Latin Composition.  
*Mathematics* .....Loomis's Geometry.  
*Rhetoric* .....Written Translations.

### SECOND TERM.

*Greek* .....Herodotus; the Greek Verb.  
*Mathematics* .....Loomis's Algebra, beginning with Ratio and Proportion.  
*Latin* .....Cicero's De Officiis; Latin Composition.  
*Rhetoric* .....Written Translations, and Declamations through the year.

### THIRD TERM

*Greek* .....Homer's Iliad; Grammar continued.  
*Latin* .....Catullus and Ovid (Weale's Selections.)  
*Modern Languages*...French Inflection.  
*Mathematics* .....Algebra completed.  
*Rhetoric* .....Compositions.

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## SOPHOMORE YEAR.

### FIRST TERM.

*Greek* .....Homer; Isocrates' Panegyricus.  
*Latin* .....Horace.  
*Mathematics* .....Loomis's Plane and Spherical Trigonometry; Navigation;  
Loomis's Analytical Geometry.  
*Rhetoric* .....Compositions and Declamations through the year.

### SECOND TERM.

*Greek*.....Plato's Gorgias.  
*Latin* ..... Tacitus; Selections from Juvenal and Martial.  
*Mathematics* .....Analytical Geometry completed; Todhunter's Mechanics.

### THIRD TERM.

*Greek*.....Bergk's Anthologia Lyrica.  
*Latin* ..... Horace's Ars Poetica; Cicero and Quintilian on Oratory.  
(Kellogg's Selections.)  
*Physics*.....Mechanics; Surveying.

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## JUNIOR YEAR.

### FIRST TERM.

*Greek* ..... Medea of Euripides; Prometheus of Aeschylus.  
*Physics* .....Atkinson's Ganot's; Hydrostatics; Pneumatics; Acoustics  
and Thermotics.  
*Rhetoric* .....Whately's Rhetoric; Compositions and Orations through the  
year.  
*French* .....Voltaire's Charles XII.

#### SECOND TERM.

<i>Physics</i> .....	Atkinson's Ganot's; Frictional and Dynamical Electricity; Magnetism.
<i>Philosophy</i> .....	Porter's Elements of Intellectual Science—Parts I and II.
<i>German</i> .....	Whitney's Grammar and Reader,
<i>French</i> .....	(Optional.)—Moliere.
<i>Greek</i> .....	(Optional.)—Select Plays.

#### THIRD TERM.

<i>Latin</i> .....	Captivi of Plautus; Lucretius.
<i>English</i> .....	Hadley's History of the English Language.
<i>Physics</i> .....	Atkinson's Ganot's; Optics.
<i>Botany</i> .....	Gray; Instruction in Use of Microscope.

#### SENIOR YEAR.

##### FIRST TERM.

<i>Philosophy</i> .....	Butler's Sermons; Lectures on Moral Philosophy; Porter's Elements of Intellectual Science—Parts III and IV; Lectures on Logic.
<i>Physics</i> .....	Lockyer's Astronomy; Loomis's Meteorology; Lecturers.
<i>Chemistry</i> .....	Elliot and Storer; Lectures; Experimental Study in the Laboratory.
<i>Natural Theology</i> .....	Paley's.
<i>Rhetoric</i> .....	Orations and Discussions through the year.

##### SECOND AND THIRD TERMS.

<i>Required Studies</i> .....	Evidences of Christianity, including Butler's Analogy. Geology; Political Economy.
<i>Optional Studies</i> .....	History and Political Science. Mental and Moral Philosophy. Chemistry and Natural History. Modern Languages. Physics and Astronomy. Anglo-Saxon and Early English; Comparative Grammar.

In the second term of Senior year, the class is allowed one optional study from the above list, and in the third term two.

#### 11.—*Religious Influences.*

Religious instruction and influence is regarded as an essential element in education. To this end all the students are required to attend religious worship, conducted by some member of the Faculty, every morning, consisting of reading the Bible, singing and prayer. There is also a

religious service held every Sunday forenoon in the Chapel, with preaching by one of the Faculty, which all are required to attend. There are other religious exercises, with Bible instruction, which are optional.

## 21.—*Preparatory School.*

There has been a Preparatory or Grammar School, connected with the College from the first. It was intended that this should only be a temporary arrangement, until preparatory schools should be established in other places. But it has been found necessary to maintain it, and there is no present prospect of its discontinuance. It is under the general supervision of the college Faculty, but taught by two young men who are graduates. It has at some periods been a full Classical and English Academy, but with the improvement of the public schools in the village and in the neighboring towns, it has become strictly a college Preparatory School. The prescribed course of study extends through three years, and is as follows :

### FIRST YEAR

<i>Latin</i> .....	Allen & Greenough's Grammar, and Latin Method; Cæsar's Commentaries, two Books.
<i>Mathematics</i> .....	Ray's Third Part in Arithmetic.
<i>Modern Geography</i> .....	Eclectic Series, No. 3.
<i>English Grammar</i> .....	Quackenbos's, with Exercises in Writing and Spelling.
<i>Rhetoric</i> .....	Compositions and Declamations continued throughout the Course.

### SECOND YEAR.

#### FIRST TERM.

<i>Latin</i> .....	Cæsar, third Book; Cicero's Orations begun; Written Translation through the remainder of the Course.
<i>Greek</i> .....	Hadley's Grammar; Whiton's First Lessons.
<i>Mathematics</i> .....	Ray's Higher Arithmetic.
<i>Geography and Antiquities</i> .....	Baird's Classical Manual, continued throughout the Course.
<i>History</i> .....	Smith's Rome.

## SECOND AND THIRD TERMS.

<i>Latin</i> .....	Cicero, continued through eight Orations.
<i>Greek</i> .....	Hadley's Grammar and Whiton's First Lessons; Boise's Anabasis of Xenophon begun,¹
<i>Mathematics</i> .....	Ray's Higher Arithmetic, continued. In Third Term Metric System of Weights and Measures.
<i>History</i> .....	Smith's Smaller History of Greece.

## THIRD YEAR.

<i>Latin</i> .....	Virgil—Bucolics and Georgics, and four Books of the Æneid; Prosody; Prose Composition,
<i>Greek</i> .....	Xenophon, continued through three Books; one Book of Homer's Iliad; Written Translations.
<i>Mathematics</i> .....	Loomis's Treatise on Algebra, through Equations of the Second Degree; Loomis's Geometry, three Books.

### 13.—*Post-Graduate Studies.*

Facilities have always, since 1838, been provided for any graduates who might wish to carry on special studies in any of the Departments included in the college course. The Professors of Languages, Physics, Astronomy, Chemistry and Philosophy, have always been ready to give gratuitous instruction to any of the graduates in their several departments. The number availing themselves of these opportunities has not been large. Twenty-five names appear in the catalogues. There have probably been fifteen others.

### 14.—*Professional Schools.*

It was the intention of the founders, that there should be a Theological Department connected with the College, and the first Professor appointed was Rev. Chas. B. Storrs, to the chair of Sacred Theology. Other professorships were filled, and a complete course of Theological Instruction was given, as early as 1831. This department continued, with greater or less prosperity, until 1852, being ably manned during the whole period. It was then suspended, on account of financial embarrassments, and has



not since been resumed. There have been one hundred and one Theological Students who pursued their professional studies here one year or more.

In 1843 a Medical Department was established, and by an amendment of the Charter, Feb. 23d. 1844, was allowed to be located in Cleveland. It has had, from the beginning, a full Faculty of eminent Physicians and scientific men. It has a substantial college building—a Library containing two thousand volumes of rare and valuable works on medicine, surgery, and other collateral sciences; a large and valuable museum of Natural History, and an Anatomical and Pathological Museum. This College holds two sessions annually, for instruction: a lecture session of twenty weeks, beginning on the first Wednesday of October, and a summer session, mainly for recitations, beginning on the second Monday in April. The number of those who have received the Degree of Doctor of Medicine, in this Department, is twelve hundred and fifty five

#### 15.—*Libraries, Cabinet, Laboratory, Observatory.*

The Library of the College contains about seven thousand volumes; those of the two Literary Societies, five thousand two hundred. There is a small fund for the increase of the college Library.

The Cabinet contains a valuable collection of minerals, and a series of meteoric irons and stones, and casts of typical fossils, which deserve special mention. There is also a large collection of photographs from Italy, Greece and Troy, of almost all objects and places of classic interest.

There is a well furnished Chemical Laboratory for the students use. Here the class perform, under the guidance of the Professor, all those experiments which are suitable for them. They may also take chemical analysis, as an optional study. The private Laboratory of the Professor

is supplied with microscope, spectroscopes, balances, and ample apparatus for analysis and research.

16.—*College Societies.*

There have been two Literary Societies among the students; one formed in 1828, and the other in 1839, devoted to debate and other rhetorical exercises. All students join one of these. The usefulness of these Societies has been very great, and continues unimpaired. Fraternities or Greek letter Societies, either open or secret, have existed here since 1841. To these the students are much attached, and while the Faculty have usually regarded them as unnecessary, and as having some evils connected with them—they have never seen any reason to interfere, except by advice. There are at present two secret fraternities, and one open, besides a chapter of the Phi Beta Kappa Society, which is purely honorary. There is a Society of religious and missionary inquiry, formed in 1828. There have also been Temperance Societies, Moral Reform Societies, and Anti-Slavery Societies, at various times.

20.—*College Statistics.*

The following table shows the number of students in each class annually, from the first, except that a few spaces are left blank because the records of those years are lost. The number that have left college from year to year, without graduating, may be easily determined from the table.

Year .....	1826	1827	1828	1829	1830	1831	1832	1833	1834	1835	1836	1837	1838	1839	1840	1841	1842
Graduates .....					4	2	4	7	8	7	5	5	1	8	14	10	7
Seniors.....				4	2		6		7	5	5	0	8	15	11	7	9
Juniors .....			4	2	6		12		14	8	6	8	21	13	8	9	13
Sophmores .....		4	2		6		11		15	7	13	24	14	18	16	20	16
Freshmen.....	3	2			11		26		22	14	23	18	26	17	19	16	19
College Total .....	3	6	6	6	25		55		58	34	47	50	69	63	54	52	57
Preparatory.....		8			23		37		26	45	50	41	52	33	51	76	64
Theological.....									3	3	6	14	14	14	10	12	20
Scientific .....		9			5						4						
Post Graduates .....														2			

[illegible]

Year .....	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875
Graduates .....	9	14	6	8	14	10	7	9	11	9	12	13	18	12	8	11
Seniors.....	14	7	8	13	10	7	9	11	9	12	14	18	12	8	11	10
Juniors .....	5	10	15	12	7	10	11	8	13	21	20	11	9	12	10	14
Sophmores .....	16	18	16	9	12	12	10	18	23	23	17	10	16	11	17	21
Freshmen.....	27	17	9	16	12	13	23	30	22	22	16	17	15	17	26	28
College Total .....	62	52	48	50	41	42	53	67	67	78	67	56	52	48	64	73
Preparatory.....	48	53	31	41	58	59	73	65	46	37	42	39	47	68	58	54
Theological.....																
Scientific .....																
Post Graduates .....				1					1							





# HISTORICAL SKETCH OF WITTENBERG COLLEGE,

SPRINGFIELD, OHIO.

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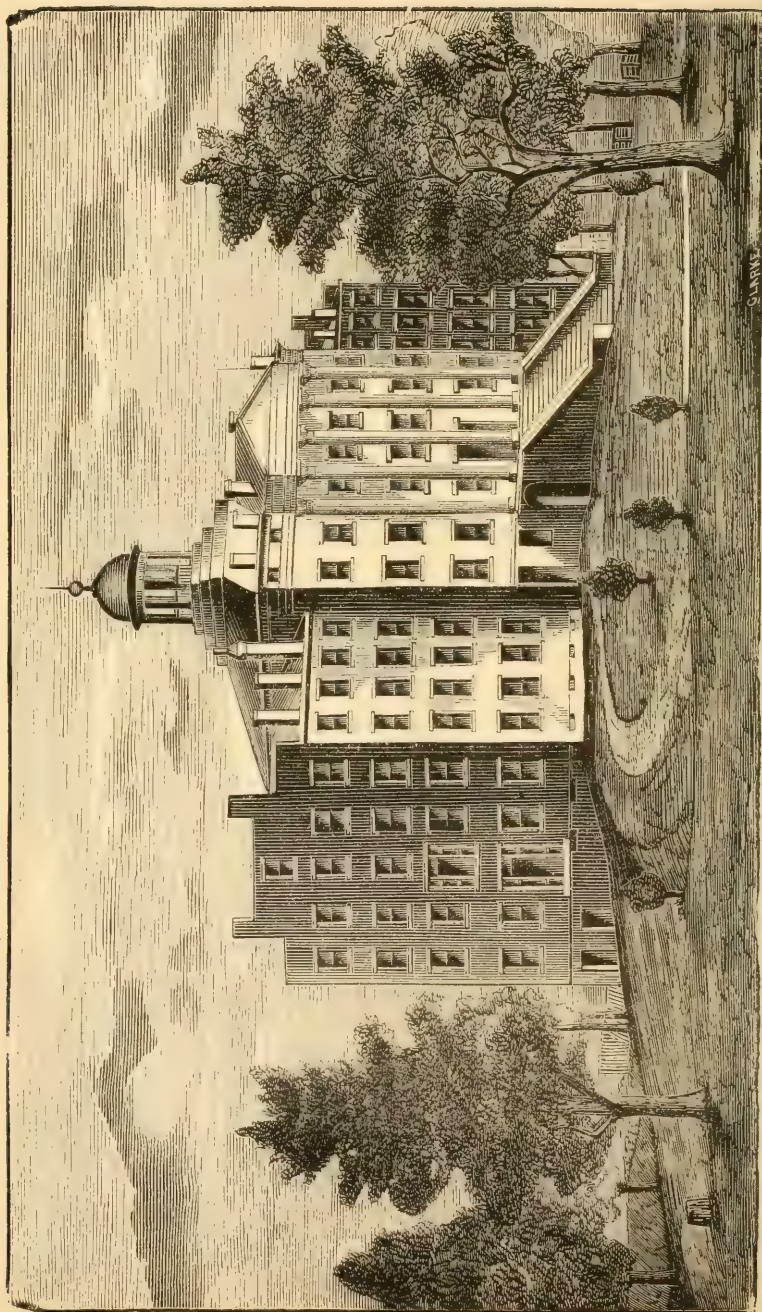
## NAME.

The Corporate name of this Institution of learning is: "The Board of Directors of Wittenberg College."

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## ORIGIN OF NAME.

It derives its name from the "University of Wittenberg," Germany, the centre of light in Europe in the Reformation of the 16th Century



## CHARTER OF WITTENBERG COLLEGE.

CHARTERED MARCH 11, 1845.

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*Be it enacted by the General Assembly of the State of Ohio, That* John Hamilton, of the county of Stark, William G. Keil, and David Tullis, of the county of Guernsey, John B. Reck, and Solomon Ritz, of the county of Tuscarawas, George Leiter, of the county of Richland, John H. Hoffman, and Jacob Roller, of the county of Columbiana, Elias Smith, of the county of Wayne, Presley N. O'Bannon, of the county of Licking, John N. Kurtz, of the county of Clark, Philip Binkley, of the county of Greene, David Porter Rosemiller, Frederick Gebhart, and Peter Baker, of Montgomery county, and George Sill of the county of Preble, members of the Board of Directors appointed by the English Evangelical Lutheran Synod of Ohio, and Miami Synod, to establish a college at some suitable point in Greene or Clark county, State of Ohio, are hereby created a body corporate and politic, by the name, style and title of the Board of Directors of Wittenberg College, and they and their successors in office, as such, shall have power to sue and be sued, plead and be impleaded, to defend and be defended, in all courts of equity; to have a common seal, and to alter it at pleasure; to hold all kinds of estate which they may acquire by purchase or donation to any amount necessary to accomplish the objects of the institution, and to have and to convey at discretion; to form a constitution and by-laws for their perpetuation and government; to make all necessary regulations for the management of their fiscal concerns; to admit, exclude, and expel members; to appoint officers, and to do such other acts as may be necessary to effect the promotion of theological and scientific knowledge; Provided, however, that said constitution, by-laws, and regulations, shall be consistent with the constitution of the United States and the State of Ohio.

SEC. 2. That the professor or professors appointed by said board, in said college, or a majority of them, shall constitute the faculty, and have power to enforce the rules and regulations en-

acted by the board of directors for the government and discipline of the students, and finally to suspend or expel such of them, as may, in their judgment, deserve it, and to grant and confirm, by the consent of the board of directors, such degrees in the liberal arts and sciences, or such branches thereof, to such students or others, whom, by their proficiency in learning, and other meritorious distinctions, they shall regard as entitled to them, as it has been usual to grant in other colleges, and to grant to such graduates diplomas or certificates under their common seal, to authenticate and perpetuate such graduation; provided that the power of conferring degrees shall not be exercised by said corporation until it shall have acquired property, either real or personal, and in possession thereof, to the value of ten thousand dollars, to be ascertained by three disinterested freeholders of the county where said college may be located; said appraisers to be appointed by the auditor of such county, and to make return in writing of their appraisement, which returns shall be filed and preserved in the office of said auditor.

SEC. 3. That no misnomer of said corporation shall defeat or annul any gift, grant, devise or bequest, to or for the said corporation, provided the intent of the parties shall sufficiently appear upon the face of the gift, grant, will, or other writing, whereby any estate or interest was intended to pass to or for said corporation.

Wittenberg college is in connection with that branch of the Evangelical Lutheran Church represented in the religious body known as the "General Synod of the United States."

The districts synods represented in the board of directors of the college at the present date, are: "The Synod of East Ohio," the "Synod of Miami," and the "Wittenberg Synod," comprising the territory of the State of Ohio, and the "Synods of Northern Indiana," and "Olive Branch," in the State of Indiana.

Directors of this institution may, however, be elected by any "Lutheran Synod" in connection with the "Evangelical Lutheran General Synod," which shall adopt the constitution of the college and pledge itself to its support.

The rates of representation from each district synod in connection with the college is as follows:

Two directors for every ten clerical members of synod; four for fifteen; six for twenty; eight for twenty-five; ten for thirty; and twelve for forty or more members; provided, always, that one-half are laymen, and that one-half the representation of each synod retire from office at the same time.

The synods by which directors are chosen fix their time of service, and shall be the only tribunal to which they are responsible.



Before taking his seat in the board, and as often afterward as he shall be re-elected as the representative of his synod every director shall make and subscribe the following declaration: "Sincerely approving of the object of 'Wittenberg College,' I solemnly promise faithfully to endeavor to carry out the provisions of its charter and constitution, and thus promote the great design of the institution."

At present the Board of Directors is comprised of thirty-six members, thirty-four appearing from the synods above-named, and two from Clark county, Ohio, according to the provisions of the constitution of the college.

#### LOCATION.

The location of Wittenberg College, for beauty and healthfulness, is not surpassed by that of any of her sister colleges of the State, or of the entire country. The college, with the residences of the professors, constitute one of the suburbs of the thriving city of Springfield. The college building proper occupies an elevated situation, comprising as its campus forty acres of ground, skirted by the beautiful stream and valley of Lagonda, and finely shaded with the sugar and oak and elm trees of the native forest, and overlooking the surrounding landscape in every direction, thus rendering the situation of the college perfectly unsurpassable for beauty and variety of scenery. Springfield is on the line of four of the principal railroads of the State, leading north, south, east and west, and is forty miles distant from the capital of the State, twenty four miles from the city of Dayton, and eighty-four miles from the city of Cincinnati, and is distinguished for its business enterprise, and for the moral and hospitable character of its citizens.

All the evangelical denominations of Christians are represented here, and generally with commodious and attractive churches, and always with an entertaining and an instructive pulpit.

#### GRANTS AND ENDOWMENTS.

The citizens of Springfield, at the founding of the institution, partially donated to it seventeen acres of ground; and the friends of the college abroad have enabled the Board of Trustees to purchase nineteen acres additional, to which a grant of four acres has also been added; and from individual benefactions the institution has thus far received a productive endowment fund of one hundred and twenty-five thousand dollars.

In grounds, buildings and endowment fund the assets of the

institution may be fairly estimated at one hundred and seventy-five thousand dollars.

This does not include the value of the libraries, the cabinet and the philosophical apparatus.

The institution has no indebtedness.

#### ORIGIN OF THE INSTITUTION.

Wittenberg College is in connection with that branch of the Evangelical Lutheran Church of the United States which is doctrinally represented by the General Synod.

The institution originated in the educational and in the religious want of the Lutheran Church in the West, then so called. Her establishment was demanded for the education of a ministry sufficient in number and with an evangelical spirit who would stem the tide of formalism, which was steadily advancing upon and gradually obscuring the light of saving truth and the influence of piety in the Lutheran Church, at that period.

Under this two-fold necessity the members of the English Synod of Ohio, at a convention held at Washington, Guernsey county, in the month of November, 1842,

*Resolved*, "That in reliance upon the triune Jehovah and alone for His honor and glory, we now establish a Literary and a Theological Institution."

The design of its founders combined its literary and its theological departments under one management, and its friends have aimed from the beginning to make its efficiency commensurate with the importance of the mission undertaken, and with the development of the field which it occupies.

The constitution provides for the professorships usually found in colleges and theological seminaries.

The following persons comprise the Faculty of professors and teachers in the various departments of the institution at the present time:

#### THEOLOGICAL DEPARTMENT.

##### FACULTY.

SAMUEL SPRECHER, D. D. L. L. D., Frederick Gebhart Professor of Systematic Theology.

J. H. W. STUCKENBERG, D. D., Culler Professor of Sacred Philology.

J. B. HELWIG, D. D., Professor of Homiletics and Pastoral Theology.

Professor of Ecclesiastical History.—The duties of this Professorship are now performed by Prof. B. F. PRINCE,

## COLLEGIATE DEPARTMENT.

### FACULTY.

REV. J. B. HELWIG, D. D., President, and Professor of Moral Science and Political Economy.

SAMUEL SPRECHER, D. D. L. L. D., Professor of Mental Philosophy.

H. R. GEIGER, A. M., PH. D., Professor of Natural Sciences.

ISAAC SPRECHER, A. M., Professor of Ancient Languages.

B. F. PRINCE, A. M., Professor of Natural History and Assistant Professor of Greek.

S. F. BRACKENRIDGE, A. M., Professor of Mathematics.

Professor of Belles-Letters and English Literature.—The duties of this Professorship are now performed by Professors HELWIG and PRINCE.

Professor of German Language and Literature.—The duties of this Professorship are now performed by Prof. J. H. W. STUCKENBERG.

## PREPARATORY DEPARTMENT.

H. G. ROGERS, A. M., Principal.

G. H. YOUNG, A. B., Tutor.

CHARLES H. SCHNURE, Teacher of Penmanship.

B. F. PRINCE, Librarian.

## THEOLOGICAL DEPARTMENT.

This department embraces the following branches:

(1.) *Exegetical Theology* with its Auxiliary Sciences, Sacred Philology, Biblical Archaeology, Biblical Criticisms, and Hermeneutics.

(2.) *Historical Theology*, embracing Biblical History, Biblical Theology, Church History, and History of Doctrines, including Patristics and Symbolics.

(3.) *Systematic Theology*, embracing (a) Christian Dogmatics with its relations to Apologetics, Polemics, and Irenics, and (b) Christian Ethics.

(4.) *Practical Theology*, embracing (a) *Halieutics and Catechetics*, (b) *Liturgics and Homiletics*, (c) *Pastoral Theology*, (d) *Church Government*.

The course of instruction occupies two years, which are divided into four sessions.

## FIRST YEAR:

### FIRST SESSION.

Encyclopaedia and Methodology of the Theological Sciences.  
Biblical History.  
Church History.  
History of Doctrines.  
Apologetics.  
Biblical Archæology.  
Hebrew, (Genesis).  
Greek Exegesis, the Parables.

### SECOND SESSION.

Christian Dogmatics.  
Biblical Theology.  
Biblical Criticism.  
Hermeneutics.  
Hebrew (Isaiah).  
Greek Exegesis, continued.  
Church History, continued.

## SECOND YEAR.

### FIRST SESSION.

Christian Dogmatics, continued.  
Christian Ethics.  
Halieutics and Catechetics.  
Hebrew, (Isaiah continued).  
Greek Exegesis, Romans.

### SECOND SESSION.

Christian Dogmatics and Christian Ethics, completed.  
Pastoral Theology.  
Church Government.  
Exegesis of the Old and New Testament, completed.  
Lectures are delivered during the entire course. The students

are required to write exegetical essays, and to take part in conferences in which religious and theological subjects are discussed.

In connection with Homiletics, the students have exercises in sermonizing.

It is desirable that applicants for admission into this department should possess a knowledge of all the branches of a full collegiate course, or at least of Arithmetic, Natural Philosophy, Ancient and Modern Geography, General History, English Grammar, Mental and Moral Science, Logic and Greek.

This department is open *for members of every Branch of the Christian Church*, who possess the requisite attainments and a Christian character.

No charge is made for tuition or lectures. The sessions and vacations are the same as in other departments. The proper time to enter is the beginning of the Winter Session. Students have access to libraries containing many valuable theological books.

## COLLEGIATE DEPARTMENT.

### TERMS OF ADMISSION.

Candidates for admission into the Freshman Class are examined in Cæsar, Virgil, Bullions & Kendrick's Greek Grammar, Latin Prosody, Geography, (Ancient and Modern), English Grammar, Arithmetic, History of the United States, Watts on the Mind, Algebra, Latin Grammar (Harkness), Berard's History of England, Harkness' Greek Exercise, and Anabasis.

An accurate and thorough acquaintance with these studies is indispensibly necessary, in order to receive the full advantage of the Collegiate Course. It has been found by experience that students imperfectly prepared for the classes which they enter are embarrassed in their future progress, and are seldom able to repair the want of solid preparatory instruction.

Every applicant for admission to a class more advanced than the Freshman will be examined in all the branches to which the class he proposes to enter has attained.

In all cases, satisfactory testimonials of a good moral character are required, and those who have been connected with other colleges must produce certificates of honorable dismissal.

No student is matriculated until he is fourteen years of age and has been connected with the Institution three weeks; until then he is considered merely a probationer, and can be admitted



to membership only on satisfactory evidence of a good moral character.

## COURSE OF INSTRUCTION.

The course of instruction in the Collegiate Department occupies four years.

In each year there are two sessions.

The studies to which the several classes attend are as follows:

### FRESHMAN YEAR.

#### FIRST TERM.

*Latin*—Cicero's Orations. Prose Composition. (Harkness).

*Greek*—Xenophen's Anabasis. Greek Composition.

*Mathematics*—Algebra (Loomis), Geometry (Loomis), (to quadratics).

*History*—Wilson's Outlines. Composition and Declamation.

*Classical Literature*—Fisk's (Eschenberg).

#### SECOND TERM.

*Latin*—Livy. Latin exercises continued.

*Greek*—Herodatus. Greek exercises.

*Mathematics*—Algebra (to Logarithms).

Geometry completed.

History completed. Composition and Declamation.

### SOPHOMORE YEAR.

#### FIRST TERM.

*Latin*—Horace, Odes and Satires. Latin Exercises continued.

*Greek*—Homer's Iliad.

*Mathematics*—Plane Trigonometry. Algebra completed.

Application of Algebra to Geometry.

Physiology—(Hitchcock). Rhetoric (Blair).

Botany (Wood).

## JUNIOR YEAR.

### FIRST TERM.

Latin—Cicero De Oratore.

Greek—Demosthenes on the Crown.

Mathematics—Differential Calculus.

Integral Calculus.

Natural Philosophy—Mechanics, Hydrostatics, Heat, (Deschaenel).

Chemistry—(Barker), Empirical Psychology (Hickok).

German, Optional.

English Literature (Shaw).

### SECOND TERM.

Latin—Tacitus' Germania.

Latin Composition.

Greek—Thucydides or Eusebius.

Astronomy.

Natural Philosophy—Heat and Electricity (Deschaenel).

Chemistry—With Lectures.

Natural Theology—(Paley).

Zoology—(Nicholson).

Philology.

## SENIOR YEAR.

### FIRST TERM.

Latin—Tacitus' Agricola.

Greek—Thucydides, or Eusebius, (Selections).

Hebrew—(Optional).

Science—Meteorology, (Loomis) Geology, (Dana).

Astronomy—(Loomis) Magnetism, Sound and Light (Deschaenel.)

Moral Science (Hickok).

Logic, (McCosh).

Rational Psychology, (Hickok.).

## SECOND YEAR.

Latin—Horace Arts Poetica.

Greek—Plato's Gorgias.

Astronomy Completed.

Political Economy—Science of Wealth, (Walker).

Manual of the Constitution (Andrews).

General Review of Studies.

## DEPARTMENT OF CIVIL ENGINEERING.

Preparations will be made to open a department for instruction in Civil Engineering at the beginning of the next Winter Session.

Students in this department will recite in the regular College Classes in the studies which are common to both. They will receive special attention in their special work, and much time in the last year will be devoted to field work—as Leveling, Topography, Laying Out Work, and Computing Earth Work, and to practical examinations and descriptions of Bridges, Tunnels, Machines, &c.

## PREPARATORY DEPARTMENT.

The Course of Study in this Department is sufficient to give students a good English education, and to prepare them for entrance upon the Collegiate Course. It regularly occupies two years, the first of which is devoted to a thorough review of the common branches and the study of elementary Latin. In the second (or Sub-Freshman) year, the work of direct preparation for the Collegiate Course is pursued.

The studies attended to, and the text-books used (as far as fixed), are shown in the following list :

FIRST YEAR—Reading, Spelling and Analysis of Words, English Grammar, (Harvey), Modern Geography, (Guyot), History of the United States (Venable), Complete Arithmetic (Stoddard), 2500 Arithmetical Examples (Fish), Latin Grammar and Reader, (Harkness.)

SECOND YEAR—Cæsar, Virgil, Classical and Sacred Geography, Watts on the Mind, Elements of Algebra (Loomis), Greek Grammar (Bullions and Kendrick), First Greek Book (Harkness), Anabasis, and History of England (Berard).

Students in this Department have frequent exercises in Composition and Declamation. They also have the privilege of attending to any branch in the Collegiate Course for the study of which they are prepared, such as Geometry, Physiology, Rhetoric, &c.

#### PRIZE.

Prof. J. C. Brodfuehrer has set apart a One Hundred Dollar U. S. Bond, bearing interest in gold, as a Prize Fund. The interest of this is paid every year to that member of the Department, entering the Freshman Class, who is most proficient in Latin and Greek.

## MISCELLANEOUS ITEMS.

### EXAMINATION.

There are two general examinations during the year—one at the close of each session; also a special examination in any study when completed. Absence from the examinations is found to be very injurious to the improvement of the student, and renders him liable to be placed in a lower class. Reports respecting the behavior, diligence and scholarship of the students are sent to the parents or guardians after each general examination.

### TERMS AND VACATIONS.

The Collegiate Year is divided into two sessions. The Annual Commencement occurs on the second Thursday of June, and the first Term of the Collegiate year commences on the third Thursday of March and ends on the second Thursday in June, the day of the Annual Commencement.

No student is allowed to be absent from the Institution without a special permission. The absence of a student during the session, even for a few days, occasions a much greater injury to his education than is commonly supposed by parents or guardians.

It is highly important that students should return to College to attend the first recitations of their respective classes, since an absence for a few days, when a new branch of study is commenced, seldom fails to embarrass the whole course, and, in some cases, it is impossible to make up the loss.



## SOCIETIES, LIBRARIES AND APPARATUS.

There are two Literary Societies—the Excelsior and Philosopherian—connected with the Institution, whose members exercise every week, in their respective halls, in composition, debate and declamation. The libraries, in connection with the College, now contain *eight thousand volumes*.

The College has, also, a sufficient Philosophical and Chemical Apparatus to make all the experiments for the illustration of the Natural Sciences.

## CABINET.

The Cabinet has been enriched during the past year with many valuable specimens. The entire collection is increasing in importance and extent each year. The authorities of the College invite all its friends to aid in making contributions to the Cabinet.

## RELIGIOUS EXERCISES.

Prayers are attended in the College Chapel every morning and evening with singing, and the reading of the Scriptures, at which all the students rooming in the College are required to be present.

Parents and guardians who send pupils to the Institution are requested to inform the Faculty where they shall attend worship. In the absence of such directions they will be required to worship at the College Church.

Strict attention is paid to the *health, manners and morals* of students. No profane, obscene, or reproachful language is allowed to be used. Students are required to ventilate their rooms thoroughly, to keep them in a cleanly and orderly condition, and to observe regular hours for meals, sleep, study and exercise.

## EXPENSES.

The price of Tuition is Thirty Dollars per year.

Winter Session .....	\$20 00
Summer Session.....	10 00

Every new student will be charged from the time he enters according to the above rates. Tuition and room rent must be paid in advance.

The room rent for each student is five dollars for the Winter and two dollars and a half for the Summer session.

Incidental expenses, one dollar and fifty cents per year.

Coal costs from \$3 50 to \$4 50 per ton. Washing is done for \$1 00 per month. Boarding and lodging in private families can be had for from \$4 to \$5 00 per week. At the College, and in the city, boarding is furnished by the club system, and ranges in price from \$1 50 to \$2 50 per week.

The following may be considered a near estimate of the necessary annual expenses for each student:

Board (40 weeks, from \$1 75 to \$2 50 per week).....	\$70 00 to \$100 00
Tuition.....	30 00
Room rent and incidentals.....	9 00
Fuel and light.....	12 00
Washing.....	9 00
Total.....	\$130 00 to \$160 00

From this account of expenditures it will appear *that there are few institutions affording the same facilities of education at which the expense of the student can be as small as at this.*

#### THE REGULAR COURSE OF INSTRUCTION.

Wittenberg College has no prescribed course of elective studies for either gentlemen or ladies, for which she confers degrees. Her Alumni have been regularly graduated from the Classical, the Mathematical, the Scientific, and the Philosophical courses combined, as laid down in the regular Collegiate Course. Her Alumni now number four hundred and six, viz: One hundred and forty-five from the Theological department, and two hundred and sixty-one from the Collegiate.

BRIEF SKETCHES  
OF THE  
FIRST AND SECOND PRESIDENTS  
OF  
WITTENBERG COLLEGE.

The first President of the College was the REV. EZRA KELLER, D. D., a graduate of Gettysburg College, Pennsylvania, and a member of the class of 1835. At the time of his call to the institution, March, 1844, he was pastor of the First English Lutheran church of Hagerstown, Maryland. He was eminently qualified for the very onerous and responsible task of establishing a new institution among a small denomination of people then in a western state. He was endowed with a practically vigorous intellect; a man of strong religious convictions, of great faith, and indomitable energy and perseverance. After his graduation from the college, he writes the following, indicative of these characteristics: "During my collegiate life, I have learned the lesson, never to despair of success when in the path of duty. I came to the college penniless, and without a pledged support, and now I am honored with its graduates." The subject of his graduating address, assigned him by the faculty, was 'Conscience.' But while these were among his striking characteristics, it has been remarked by one who knew him intimately, as a student and as a pastor, and who became his successor in the presidency of the college: "I never met a man of such moral power. Every one felt this to be his distinguishing characteristic. His was a practical character, resulting, especially, from great development of conscience, profound loyalty to God and duty, high attainments and unwearied exercises in moral goodness."

Dr. Keller opened the Grammar school of the college on the 3d day of November, 1845, in the lecture room of the First English Evangelical Lutheran church, of Springfield, Ohio. The attendance, on the first day of the session, was eight students and a faculty of one Professor and two Tutors. This was increased to seventy-one before the close of the first year, and to one hundred and forty-three during the second year. Three years of steady progress passed away without any unusual occurrence in the history of the institution, but the fourth year opened with an event which filled the minds and hearts of the friends of the infant college with deep anxiety and profound sadness. After a brief illness, the summons of death came to the first President of the institution, in the midnight hour of the 29th day of December, 1848. He was called away from the midst of his arduous labors, and when in the vigor and prime of life. *He died in the thirty-seventh year of his age.*

He was a firm defender of revivals of religion, and looked upon them as the hope of the church. At such special seasons of divine grace his most powerful sermons were prepared and delivered. And it is a fact somewhat remarkable, adds his biographer, "that he died in the midst of a revival of religion

in the church over which he was the pastor." With the commencement of his sickness a special work of divine grace commenced in the congregation and continued for some time after his decease. Had he been allowed to choose the hour of his departure from the earth he would have said: "Let me die in a time of religious revival." He would have chosen that his funeral should be attended by a throng of souls alive to the great realities of eternity; that his silent coffin and open grave should speak to those impressed with a sense of their need of the atoning blood of the Redeemer. In a time when he most loved to labor for Christ, he was called to "depart and be with Christ which is far better." But here a former historian also makes this observation: "That the decease of Dr. Keller was brought upon him by excessive labor, there remains but little doubt, for he performed at least as much work as two men should do. And whether the church is justifiable in permitting one of her servants, even if he is willing to do it, thus to impair his health and shorten his life, is a question worthy of her serious consideration." But the voice and verdict of death were heard and had to be accepted, but with that also came the anxious inquiry, "upon whom shall the mantle of the fallen and ascended one rest?" First, and above all, it must rest upon a man of like evangelical faith and spirit. That was the essential, the fundamental idea upon which the institution was established. The stream was pure in its origin, and it must flow on, clear and pure to its end. And hence as it was when the God of Israel spake unto Joshua, full of the spirit and of wisdom, and upon whom his departed predecessor laid his hand, and as it was when God transported the Prophet from earth to heaven, and when his spirit with his mantle fell upon another, so still, faith said, that providential hand which so mysteriously relinquished its hold and permitted him to fall, that hand which guides the illimitable world and rules the nations, in its care for Zion, that hand will again provide. And doubt and fear gave way to faith and hope, and a successor was found and was promptly chosen. And a successor also upon whom the departed predecessor, at an interview years previous, enjoined the solemn pledge that in view of the then already apparent reaction in the church, he would be faithful and fearless in the proclamation of evangelical truth and religion. And in view of the fact, also, that nothing but the greatest watchfulness of spirit and the utmost decision of character would be proof against the delusions which were coming upon the church. He was also at the same time impressed with the feeling that many of the brethren who had before been warmly in favor of the doctrinal views of the American Luth-



eran church, and of revivals of religion, were in some measure losing their interest in them. He also alluded to the numerous evidences which he possessed, that the revivals of religion which our churches connected with the General Synod had enjoyed for the last twenty-five years, was a real work of God.

Such language is expressive of the character of the first President of Wittenberg College.

THE SECOND PRESIDENT  
OF  
WITTENBERG COLLEGE.

The REV. SAMUEL SPRECHER, the second President of Wittenberg College, was, at the time of his election, pastor of the First English Lutheran Church of Chambersburg, Pennsylvania. He was publicly inducted into the chair of christian theology in the Seminary, and President of the institution on the 14th of August, 1849. The subject of his inaugural, being: "What Wittenberg College should be and do in her Theological Relations." And under the masterly leadership, morally and intellectually, of her second president, and in harmony with the spirit of her constitution, all such measures as are promotive of experimental piety and christian intelligence have been steadily maintained in the institution. As the reformation was a revival of the divine old truths of the gospel of Christ, the ever-living doctrine of the New Testament Scriptures for the salvation of men, so has Wittenberg College, under the administration of her second president, carried forward in this land the fruits of the victories of the reformation. The light which shone from that banner of truth lifted up by Luther in the Wittenberg of Europe, has had its lustre brightened by Dr. Sprecher, the teacher of the Wittenberg of America, and without fear of successful contradiction, we hesitate not to declare that the "General Synod Lutheranism" of the 19th Century is more fully in accord with the teaching of the sacred scriptures than was the Lutheranism of the 16th Century.

The labors of Dr. Sprecher have been prolonged and arduous in the institution, and during the term of his presidency, the congregations in connection with the institution have increased ten fold in membership, and more than twelve fold in churches or houses of worship. Twenty-four classes were graduated from the college, aggregating two hundred and sixteen members during the presidency of Dr. Sprecher; and also during the same period there were sent into the churches from the Theological department of the College, one hundred and forty-one ministers, making, from both departments of the institution, three hundred and fifty-seven. These have entered all the learned professions of the day, and are engaged in fields of labor extending through all the states of the union. Some are occupying professors chairs in Colleges and Theological Institutions. Thirty-four have entered the legal profession, and a still larger number have become Principals and Superintendents in our Academies and Public Schools, while not less than four hundred have been engaged in teaching.

From its earliest history, the prevailing political sentiment at Wittenberg College has been anti-slavery. And in the country's peril during the recent conflict, she had honorable representa -

tives in the army and in the navy, and her young men in creditable numbers entered the ranks and battled nobly for the perpetuity of free government. They have not only been studious, but patriotic as well.

Dr. Sprecher resigned the presidency of the College on the 10th day of June, 1874, after a quarter of a century of most faithful and successful labor, both in relation to the institution and in its influence upon the churches connected with it. From his superior scholarship and his large experience as a teacher, extending through a period of twenty-five years, from his kindness of heart and gentleness of manner in the government of the institution, he resigned its presidency having the high esteem of every member of the Faculty and Board of Trustees; and with praise in all the churches; and wherever there is found a student of Wittenberg, there also will you find a warm friend and ardent admirer of his former preceptor. Dr. Sprecher is devoting his time chiefly to the Theological department of the institution, still, however, retaining his classes in the department of Mental Philosophy, in the College. His resignation was received in the month of June, 1874, at a regular meeting of the Board of Trustees, at which time also, the REV. J. B. HELWIG, then pastor of the First English Lutheran Church of Dayton, Ohio, and a member of the class of 1861, was chosen to the Presidency of the College.

Thus far the incoming President has been encouraged with a large attendance of students; with the commendable progress they are making in their studies, and with the general prosperity of the internal affairs of the institution. From the efficiency of the members of the Faculty in the Preparatory, Collegiate, and Theological departments of the institution, with whom it is his privilege to be associated, the third President of Wittenberg College has much from which to derive encouragement in the discharge of the onerous and the responsible duties connected with the Presidency of a literary institution.

#### THE FIELD OF WITTENBERG COLLEGE AND THE FUTURE.

The two great States of Ohio and Indiana constitute the special field in the branch of the Lutheran Church from which Wittenberg College draws its supplies of means and students. And with the blessing of Almighty God, in the future, as in the past, and with faithfulness to the true interests of the cause of education and the christian religion on the part of the Faculty of the College and the ministry of our churches, our institution

of learning may be said to enter upon the new era in the history of our country with flattering prospects for the steady development of its facilities, in harmony with the material prosperity of the nation, and commensurate with the highest educational demands of the coming century.

Upon a basis of an evangelical christian faith, and the love and fellowship of all true believers, as taught in the word of God, and as generally maintained by the christian church, Wittenberg College has been established. And as in the past, so also will it be the hope and purpose of her friends in the future, that the educational institution of which they have the entire control, shall, if possible, still more efficiently contribute to the perpetuity of the same christian faith and to the same fraternal spirit.

REV. J. B. HELWIG,  
President Wittenberg College, Springfield, Ohio.



HISTORICAL SKETCH  
OF  
WILBERFORCE UNIVERSITY,  
BY DANIEL A. PAYNE, President.

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WILBERFORCE UNDER THE AUSPICES OF THE M. E. CHURCH.

It was in one of the darkest periods of the nation's history, when the Cincinnati Conference of the Methodist Episcopal Church, moved by the inspiration of Christian philanthropy, appointed a committee of seven to consider and report a plan for the improvement of the intellectual and moral condition of the thirty thousand colored people of Ohio, and those of other free States, by furnishing them such facilities of education as had been generally beyond their reach. This period was that intervening the passage of the Fugitive Slave Bill and the breaking out of the civil war. The demon of slavery had reached the zenith of its power, and was preparing for its deadly struggle with the genius of liberty. "A Brief History of the Enterprise" was written by one of its chief actors, and is too interesting and important a leaf in the history of our national progress to be abridged. I therefore give it here, *verbatim et literatim*. It is from the pen of Rev. John F. Wright, D. D.

"The mission of Methodism, like that of the Gospel, is to every human being. All classes have engaged her attention, especially the poor; and the colored people of this and other lands have shared of her sympathy and labors. In 1853 some of the ministers and members of the Methodist Episcopal Church saw and felt the necessity of a more liberal and concentrated effort to improve the condition and

furnish the facilities of education to the thirty thousand colored people in Ohio and those of other free States. At the session of the Cincinnati Conference, held at Hillsboro, September 28, 1853, on motion of Rev. A. Lowrey, it was ordered 'that a committee of seven be appointed by the President to inquire and report to the next Conference what can best be done to promote the welfare of the colored people among us.' Bishop Janes appointed the following that committee, namely: John F. Wright, Augustus Eddy, A. Lowrey, G. Moody, J. T. Mitchell, William I. Fee, and Charles Elliott.

"A majority of the committee met on the call of the chairman, at the Methodist Book Concern, on the 9th of August, 1854, and, on a full and free discussion, adopted the following brief outline of a plan which was judged best calculated to answer the end had in view, and which the chairman was requested to elaborate in a report to be presented to the Conference:

"'1. *Resolved*, That it is of the greatest importance, both to the colored and white races in the free States, that all the colored people should receive at least a good common school education: and that for this purpose well-qualified teachers are indispensable.

"'2. That the religious instruction of the colored people is necessary to their elevation as well as their salvation.

"'3. That we recommend the establishment of a literary institution of a high order for the education of the colored people generally, and for the purpose of preparing teachers of all grades to labor in the work of educating the colored people in our country and elsewhere.

"'4. That we recommend that an attempt be made, on the part of the Methodist Episcopal Church, to co-operate with the African Methodist Episcopal Church in promoting the intellectual and religious improvement of the colored people.

"'5. That we recommend the appointment of a general agent to carry out the objects proposed in the foregoing resolutions, and to labor otherwise for the improvement of the people of color.

...6. That we will furnish all the Conferences in the free States of the West with a copy of our resolutions, and respectfully request them to co-operate with us.

“7. That the editor of the Western Christian Advocate be requested to publish the foregoing resolutions, and call the attention of the Conferences invited to concur in them, in such remarks as he may deem proper.

...JOHN F. WRIGHT, *Chairman*.

...A. LOWREY, *Secretary*.”

Dr. C. Elliott accompanied the publication of these resolutions with an able editorial.

The chairman of the committee was directed to communicate this plan to the several Conferences in the West for their consideration and concurrence. This was done, and many of those Conferences took favorable action on it, which showed that they were not only ready to adopt the outline of this great movement, but to assist in carrying it out.

The committee, as instructed, made a report to the Cincinnati Conference, held in the city, September 23, 1854.

We have but little space, and can make but a short extract from this report. It says: “We give no countenance to any theory which goes to deprive the black man of his full share in our common humanity, but hail him as a man, a brother, in accordance with that grand affirmation of the Bible, which must forever settle the unity of the human race; that God ‘hath made of one blood all nations of men, for to dwell on the face of the earth.’ Hence, we cordially concede our obligation to do good to the colored race, according to our ability and their necessity. Here, then, is an extensive field open for benevolent enterprise, where a part of the large donations of the rich and the smaller contributions of those of less ability may advantageously mingle together, and where the patriot, the statesman, and the philanthropist of every description may unite in the accomplishment of this noble work.”

Several resolutions were appended to the report. One recommended the establishment of a literary institution of a high order for the education of the colored youth ; and one recommended the appointment of a general agent. The entire report was adopted by the Conference, and John F. Wright was appointed the agent.

The general agent, although he had to serve a large district as presiding elder, labored quite extensively, by correspondence and otherwise, in the work assigned him, bearing his own expenses. He succeeded in awakening a lively interest on the subject, and in attracting the attention and exciting the hopes of the colored people.

At the session of the Cincinnati Conference, September 28, 1855, the committee, consisting of Rev. C. W. Swain, A. Lowrey, and M. Dustin, to whom was referred the elevation of the colored people, reported the following resolutions, which were adopted by the Conference :

*“Resolved,* That we recommend the appointment of Rev. John F. Wright as general agent for this Conference, to take the incipient steps for a College for the colored people in this State.

*“Resolved,* That our delegates be, and are hereby instructed, to bring this subject before the next General Conference for their sanction and assistance.

*“Resolved,* That it be the duty of our general agent to co-operate with the African Methodist Episcopal Churches in promoting Sabbath schools and other educational interests of the colored people.”

The Conference associated with their general agent C.W. Swain, A. Lowrey, M. Dustin, and M. French, to carry out the first resolution, having reference to the eligible and valuable Xenia Springs property, in Greene County, Ohio.

The general agent and the committee associated with him held their first meeting at the Methodist Book Concern, Cincinnati, on the 31st of October, 1855, all present except Rev. C. W. Swain. John F. Wright was appointed Chairman, and M. French, Secretary.

At this meeting the agent was authorized to commence negotiating with the owners for the purchase of the Xenia Springs property, that being preferred by the committee as the most eligible location for such an institution. The agent was also authorized to make an offer for the property, and solicit subscriptions and donations for the object.

The offer made by the agent in behalf of the committee was declined, but the negotiations were continued till the amount of difference between the parties was reduced to five hundred dollars. At this point Mrs. Judge McLean exerted her kind influence in bringing about a contract for the purchase.

An offer of \$13,500 was made to one of the principal owners, who laid it before his partner in the East, and as no answer was returned to the Western owner for a longer time than was usual, he inferred his friend approved of the sale, and closed the contract, agreeing to the payments proposed, and so informed his Eastern partner.

The former letter had then been received, and he objected to the terms on which Mr. D. had agreed to sell the property. He came out in person, and Messrs. Wright and French, after a long interview, received from him the most favorable terms on which he would sell, as follows: One-fourth of \$13,500 to be paid down, or a note given, including ten per cent. interest, at sixty days, with personal indorsers; the balance in one and two years; notes to be given by the commissioners of the Conference for the deferred payments, with approved personal indorsers, and all secured by a mortgage on the property, six per cent. interest to be paid semi-annually—allowing us only ten days to consider and comply with the conditions.

Messrs. Wright and French soon obtained an interview with their associates at the General Conference at Indianapolis, and after a deliberate consultation, they all, except Rev. C. W. Swain, agreed, in order to secure this valuable and in every way suitable property for this benevolent object, that they would sign notes for the amount, and do what they could to procure indorsers.



In the meantime, this philanthropic work had been presented to the General Conference, and referred to a committee, consisting of Rev. Cyrus Brooks, Z. Connell, Moses Hill, H. E. Pilcher, M. Dustin, F. C. Holliday, and R. Boyd. On the 22d of May, 1856, through their chairman, the committee made their report. It commences with a history of the movement, and then describes the Xenia Springs property, including fifty-two acres of ground, with a large edifice, with numerous rooms, which are well adapted for the purpose of a boarding-house, school and class rooms, chapel, etc.; also several cottages, well adapted to the use of private families. There are several mineral and other springs on the premises, the whole having been fitted up for a fashionable watering place, at a cost of some \$50,000. It is situated in Greene County, Ohio, very near a good turnpike road, about midway between Cincinnati and Columbus, and near the railway. It is easy of access, and yet retired, in a rural, beautiful and healthy region, and in nearly as mild a climate as can be obtained north of the Ohio river.

The following resolutions, with the whole report, were adopted by the Conference with great unanimity, and without an expressed objection :

*“Resolved*, That, in the judgment of this General Conference, the religious education of the people of color in our land, will tend most effectually and speedily, under God, to their elevation in this country, and to prepare the way for the restoration of the benighted millions of down-trodden Africa to all the blessings of civilization, science and religion.

*“Resolved*, That we look upon the proposed plan for the education of the colored youth of our land as of God, and as promising great good to the people of color among us, and untold blessings to the land of their ancestors; and we do most earnestly recommend this noble work to the sympathy, the prayers, and the generous benefactions of all who desire the elevation of the entire family of man.

*“Resolved*, That we bespeak for the agents of this enterprise a cordial reception on the part of all Christians and

philanthropists, hoping that they may be successful, not only in awakening sympathy and in enlisting prayers, but also in gathering funds to pay for the property purchased, and to afford a liberal endowment of the Institution, so as to place it on an equal footing with the best institutions of learning in our country."

Messrs. Wright and French with great pleasure, heard of the favorable action of the General Conference, and applied themselves with increased exertions to comply with the conditions made by Mr. B., the hardest of which seemed to be to procure men from pure philanthropy to indorse their notes. Yet they found business men who determined to take the risk for the sake of advancing the intellectual and moral improvement of the most neglected and needy portion of our population. It was known that another party stood ready to close the contract with the owners if they failed, offering \$1,500 more. They had till Saturday, the 24th of May, to meet the conditions, and by diligent and continued efforts the last indorser was obtained, half an hour before midnight, at which the time allowed expired. As they are deemed worthy of imperishable honor, we render the small tribute of here recording their names, with a clear conviction that their record is on high, and a strong hope that they will have a brighter and more enduring reward in the decisions of the great day.

The names are: Wm. Wood, Alexander Webb, John Du-bois, Morris S. Hopper. The general agent advanced \$375, and for the balance of the cash payment, \$3,000, a note was given at sixty days, indorsed by William Wood, John Elstner, and W. B. Smith & Co.—names never to be forgotten.

This enterprise was commenced by faith in that God who hath respect unto the lowly, and who can control the hearts of all men, and its friends have cause to thank God and take courage.

Immediately after the purchase, the general agent entered upon his work of solicing funds to meet the note of \$3,000 due in sixty days. He collected some in the West, and going to the East he had some success in New York, Boston,

Providence, Woonsocket, New Bedford, and other places in New England and New York ; and it ought to be said, to the honor of Dr. W. G. Palmer, that a few days before the note matured he loaned the agent, on his individual note, \$1,000, by which, with other funds, the note was paid.

On the 30th day of August, 1856, application was made, in due form, to the authorities of Greene county, and State of Ohio, for the benefit of the general law of the State, passed April 9, 1852; and every requisition of the law being complied with, the institution was organized and constituted a body corporate, under the name of "The Wilberforce University." The incorporators adopted articles of association and elected a Board of twenty-three Trustees. Some changes have taken place in the Board since its first organization; the present catalogue, however, will show the names of the members of the Board as it now exists. At the first meeting John F. Wright was elected President of the Board, and M. French, Secretary; and Rev. Professor F. Merriek was elected President of the University. There was, however, no demand at that time for his services at the Institution, and the school was supplied with teachers for the time being, as they were needed.

Professor James K. Parker served as Principal from February, 1857, to July, 1858, and then retired with the commendation of the Board. Professor Merriek having declined serving, on the 30th of June, 1858, Rev. Richard S. Rust, a distinguished member of the New Hampshire Conference, was unanimously elected President of the Institution. When officially notified of his election, after finding he could be released from an important pastoral charge, he signified his willingness to accept the appointment, and at the commencement of the fall term he entered upon his work. He has shown himself well qualified, and has been eminently successful in his position. The number of students has varied from seventy to one hundred. Many of them are very promising, and some have made remarkable proficiency in their studies. Every year the school has been visited with a gracious revival of religion, and many

of the pupils have been made the happy subjects of a work of grace which is deemed all-important to their usefulness in life. This benevolent scheme is based on the supposition that the colored man must, for the most part, be the educator and elevator of his own race in this and other lands. Hence, a leading object of the Institution is to educate and thoroughly train many of them for professional teachers, or for any other position or pursuit in life to which God, in His providence, or by his Spirit, may call them. It has also been a cherished idea with the founders of the Institution that a Theological Department should be organized at the earliest period possible, in which young men called of God to preach "the unsearchable riches of Christ" might receive that aid so essential to prepare them for this great work. We are happy to learn that several young men have already entered this department, who give promise of great usefulness to the Church and the world. Our enterprise has enlisted the hearts and received the favor of some distinguished statesmen and other citizens of our common country, and is designed to unite and engage the efforts of all Christians and philanthropists. Several of the leading denominations of Christians are represented in the Board of Trustees. We have good reasons to believe this work is of God, that His hand is in it, and His blessing will be upon it, and, therefore, we hope for good success."

#### IMMEDIATE RESULTS.

The catalogue of 1859-60 shows a roll of 207 students, the majority of whom were the natural children of Southern and Southwestern planters. These came from the plantation with nothing mentally but the ignorance, superstition, and vices which slavery engenders; but departed with so much intellectual and moral culture as to be qualified to be teachers in several of the Western States, and, immediately after the overthrow of slavery, entered their native regions as teachers of the freedmen.

A large number were gathered from the free States, and others from some of the most respectable families in Penn-

sylvania, Ohio, Illinois, and California. These derived the greater benefit from the instruction given at Wilberforce, and were prepared for a higher sphere of usefulness. Dr. Rust had also formed a class in the Classics and Mathematics; another in French; and a third had commenced theological studies, of whom were six young men, who have since distinguished themselves in the pastoral and other fields of usefulness, covering politics, the military service of the United States, and the publishing department of the African M. E. Church. One of these ran a short but glorious career as a pastor, and is gone to enjoy the "Saints' everlasting rest."

#### WILBERFORCE UNDER THE AUSPICES OF THE A. M. E. CHURCH.

On the tenth of March, 1863, between 9 and 10 o'clock P. M., one of the Bishops of the A. M. E. Church agreed with the original Trustees\* of Wilberforce University to purchase the property for the A. M. E. Church, to be used as an institution of education for the colored race; which was, at the time, excluded from all the schools of higher education, excepting two or three, of which Oberlin was chief. Their admission into others, if admitted at all, was on such conditions as few persons of color would accept. This Bishop associated with himself Rev. James A. Shorter and Mr. John G. Mitchell, who was at that time Principal of a graded school in the city of Cincinnati. These three persons applied for, and obtained a new charter for Wilberforce, in the name of the A. M. E. Church, according to the general law of Ohio.

Under this charter they organized a new Board of Trustees, and the school was reopened on the third day of July, 1863, by Professor John G. Mitchell. Only six children were present. They were put upon the study of elementary English.

During the first ten months, the school gradually increased in members and progressed in knowledge.

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\*The original Trustees consisted of twenty-four persons, four of whom were colored.



Professor Mitchell was aided by his wife, Mrs. Fannie A. Mitchell.

At the opening of the spring of 1864, the increasing numbers demanded another teacher, and Miss Esther T. Maltby, of Oberlin, then a teacher in the schools of the American Missionary Society, at Portsmouth, Va., was secured as Lady Principal and Matron.

She reached Wilberforce with a Greek testament in her hand. It was her traveling companion all along the journey from Portsmouth to Xenia.

This circumstance I am particular to mention, because the fact furnished us with a key to her character, as it seemed to have colored her whole life ever since. She was an excellent Greek and Latin scholar, a good mathematician, and has no superior, that I ever saw, as a disciplinarian. Zealous for the moral purity of the children and youths committed to her care, she labored day and night to induce them to be Christians as well as scholars.

The ordinary religious services of the Institution were not sufficient for her; she, therefore, held an extra prayer-meeting every morning, from eight to half past eight o'clock, in which she read the Holy Scriptures, exhorted, sang, and prayed with those who were willing to attend her meetings, and succeeded in leading many from their vices, to live an upright life; among whom was a very playful and mischievous lad, by the name of Thomas H. Jackson, who united with the College church, graduated from the Theological Department of the University, filled the chair of Ecclesiastical History, Pastoral Theology, and Homiletics for two years at Wilberforce; served in the pastorate of a large church at Columbia, South Carolina, for three years, and at the last annual meeting of the Trustees was re-elected to fill the same chair.

#### THE CATASTROPHE OF 1865.

Professor Mitchell had been constrained, by the wants of the school, to go out as a financial agent. The management of the school was left solely to Miss Maltby, and, under God, it was increasing in numbers and popularity.

The progress of the students was commendable, and classes were formed in Greek, Latin, and the lower Mathematics. Everything indicated a prosperous future, when suddenly the buildings were set on fire by incendiaries. Within half an hour, the beautiful edifice was nothing but smoldering embers. The catastrophe fell upon us like a clap of thunder in a clear sky.

It was a time of lamentation for our friends, and rejoicing for our enemies. Said one of the latter, "Now their buildings are burned, there is no hope for them." Another said, "I wish lightning from heaven would burn down Wilberforce." This one supposed his impious prayer was more than answered.

But we believed and said, "Out of the ashes of the beautiful frame building, a nobler one shall rise." Mr. Mitchell had gone to Xenia, with almost all the students, to witness the celebration of the fall of Richmond.

Two obstreperous female students were detained on the grounds by way of punishment for acts of disobedience. I was attending Conference at Baltimore, and Miss Maltby was left alone. No, she was not alone. As God was with Daniel in the lion's den, and with his three brethren in the fiery furnace, so was He with her in the trouble at Wilberforce. Without faltering, one of the cottages was converted into a school room, and the scholars taught therein, till the last of June, which terminated the academic year; after which, all the students from abroad went home.

The majority of the advanced students never returned, but went to other institutions. Those who preferred Wilberforce, came back the next autumn. Meanwhile, we began to mature our plans for rebuilding. The result is before the country. The edifice will be finished and dedicated next summer, and will be a larger, finer, and nobler edifice than the former. As respects the school, it passed through severe trials.

Miss Maltby's nervous system was so affected by the catastrophe, that for twelve months she was unfit for labor, and never returned. She is now a missionary in Asia Mi-

nor, in the service of the A. B. C. F. M. Professor Mitchell was compelled to be in the field, soliciting funds to aid us in rebuilding, and, therefore, for a season, the management of the school fell upon our most advanced student, Mr. J. P. Shorter, who acted his part nobly, until we were able to secure the services of competent Professors, who were soon found in the persons of Professor Theodore E. Suliot, Professor William Kent, and Miss Sarah J. Woodson.

#### OPENING OF THE DEPARTMENTS.

The Theological and Classical were opened in the autumn of 1866; the Scientific in 1857; the Normal in 1872.

Graduates have gone forth from all these Departments, except the Law, and only three from that have been put upon the study of Law.

#### GRADUATES FROM THE THEOLOGICAL DEPARTMENT.

Rev. John F. Janifer, B. D.....	1870
Rev. Thomas H. Jackson, B. D.....	1870
Rev. Isaiah H. Welch, B. D.....	1870
Rev. Benjamin F. Lee, B. D.....	1872
Rev. George T. Robinson, B. D.....	1872
Rev. Charles Edward Herbert, B. D.....	1872
Rev. John W. Beckett, B. D.....	1872
Rev. Henry A. Knight, B. D.....	1875
Rev. John Coleman, B. D.....	1875
Rev. John G. Yeiser, B. D.....	1876
Rev. George C. Whitfield, B. D.....	1876

#### FROM THE CLASSICAL.

Mr. Joseph P. Shorter, A. B.....	1871
Mr. Samuel T. Mitchell, A. B.....	1873
Mr. Alexander Dumas Delany, A. B.....	1873
Miss Mary E. Davis, A. B.....	1874
Miss Julia A. Shorter, A. B.....	1873
Mr. Samuel R. Bailey, A. B.....	1874
Mr. Andrew T. Bowles, A. B.....	1876

#### FROM THE NORMAL.

Miss Almira Copeland, B. E.....	1873
Miss Virginia Copeland, B. E.....	1873
Miss Maggie E. Crable, B. E.....	1873
Miss Carrie L. Jenkins, B. E.....	1873
Miss Ella J. Greene, B. E.....	1873
Miss Elizabeth W. Baker, B. E.....	1876

#### FROM THE SCIENTIFIC DEPARTMENT.

Miss Lottie P. Harris, B. S.....	1872
Miss Hallie Q. Brown, B. S.....	1873
Miss Mary E. Ashe, B. S.....	1873
Miss Caroline Z. Jenkins, B. S.....	1875
Miss Zelia R. Ball, B. S.....	1875



#### SUCCESSION OF PRINCIPALS, PROFESSORS AND TEACHERS UNDER THE AUSPICES OF THE CINCINNATI CONFERENCE OF THE METHODIST E. CHURCH.

##### I.

Rev. M. P. Gaddis, Principal; Mrs. M. P. Gaddis, Assistant, about six months.

##### II.

Professor James K. Parker, Principal; Mrs. James K. Parker, Matron; Miss Maggie Baker, Teacher of Music; Miss Mary J. Allen, Teacher of English, about two years.

##### III.

Rev. Richard S. Rust, D. D., President (Wesleyan University), Professor of Theology and Mental Science; George W. Mendell, A. M., (Wesleyan University), Professor of Languages and Natural Sciences; Mary J. Allen (Wesleyan Academy), Preceptress, Teacher of French and Mathematics; Sarah J. Woodson (Oberlin), Teacher of English Department; Adelaide Warren (Oberlin), Teacher of Instrumental and Vocal Music.

Professor Wendell was succeeded by Professor Pliny S. Boyd, A. B., Oberlin. Miss Warren was succeeded by Miss

Biffington, New York; and Miss Allen was succeeded by Miss Isabella Oakley.

SUCCESSION UNDER THE AUSPICES OF THE A. M. E. CHURCH,  
FROM 1863-65.

Right Rev. D. A. Payne, D. D., President (Gettysburg Theological Seminary), Professor of Christian Theology, Mental Science, and Church Government.

John G. Mitchell, A. M., (Oberlin), Professor of Greek, Latin and Mathematics.

Miss Esther T. Maltby, A. B., (Oberlin), Lady Principal, Matron and Secretary of Faculty.

Mrs. Fannie A. Mitchell (Oberlin), Assistant Teacher and Head of Intermediate Department.

FROM 1866 TO 1868.

Right Rev. D. A. Payne, D. D., President (Gettysburg Theological Seminary).

Professor John G. Mitchell, A. M., (Oberlin).

Rev. William Kent, M. D., (England), Professor of Natural Science.

Theodore E. Suloit, A. M. (Edinburgh, Scotland), Professor of Latin and French Literature, and Adjunct Professor of Mathematics.

Miss Sarah J. Woodson, Oberlin, Preceptress of English and Latin, and Lady Principal and Matron.

Miss Woodson was succeeded by Miss Josephine Jackson, B. S., Adrian, Michigan.

FROM 1868 TO 1869.

This year finds Bishop Payne still acting as President, but not as a Professor, the Theological Department being managed wholly by Rev. Henry C. Fry, A. M., Oberlin.

Professor John Smith, Oberlin, succeeded Professor Mitchell, and Mrs. Messenger succeeded Miss Josephine Jackson.

Rev. Thomas H. Jackson, B. D., Wilberforce University, Professor of Ecclesiastical History, Homiletics and Pastoral Theology.



William B. Adams, Amherst, A. M., Professor of Greek and Natural Science.

Right Rev. R. G. Mortimer, Professor of Latin, Greek, Exegesis, and Adjunct Professor of Mathematics.

Dr. Wilson, Teacher of the Hebrew Language and Hebrew Exegesis.

Roswell Howard, A. M. B. L., Professor of Law.

Honorable John Little, Professor of Law.

Mrs. Alice M. Adams, Holyoke, Lady Principal, Matron and teacher of English; who was succeeded by Miss Emma L. Parker; who was succeeded by Miss Leonore Congdon. Miss Parker was of the Wesleyan Female Seminary, Oxford, Ohio; Miss Congdon of Oberlin.

#### FROM 1870 TO 1876.

Bishop Payne is still the President. Professor Jackson was succeeded by Rev. B. F. Lee, Wilberforce University.

Benjamin H. Sampson, A. M., Oberlin, succeeded Professor Mortimer as Professor of Latin, Greek and Mathematics, and Secretary of the Faculty.

Rev. Benjamin F. Lee is in turn succeeded by Professor Thomas H. Jackson, and Professor Sampson's chair is now filled by Professor Joseph P. Shorter, the first graduate from our Classical Department; at the same time Miss McBride is succeeded by Miss Ella J. Greene, in all things excepting the Languages.

#### OUR METHODS

in the Classical and Mathematical Department, are the same as generally obtain in American colleges.

In the Normal, we have the methods of Oswego. In the practicing schools of the Normal Department there is nothing peculiar but our manner of teaching Orthography and Orthoepey; here we employ analysis, that is to say, immediately after a pupil has spelled a word, he is required to tell how many letters, how many vowels, and how many consonants it contains, then to give the quality and quantity of every vowel, and to distinguish the characteristics of the sub-vocals, and the aspirates.

We deem this the best method of teaching the art of spelling; because it is the most thorough; and also because, when the principle is continually applied, and the habit is formed, in subsequent life the individual will be satisfied with nothing short of a thorough knowledge of *any object* which he may undertake to scrutinize; or *any subject he may begin to investigate*.

In our Theological Department, we employ both the inductive and deductive methods, allowing the largest liberty of investigation and of expression; excepting that which borders upon impiety and blasphemy.

#### OUR AIM

is to make Christian scholars, not mere book-worms, but workers, *educated workers* with God for man—to effect which we employ not the Classics and Mathematics only, but Science and Philosophy also, the former for their discriminating, polishing and cultivating influences, the latter for the quickness and exactness which they impart to the cognitive faculty, and the seed thoughts which they never fail to sow in the mind. And yet we hold, that the Classics and Mathematics, as Science and Philosophy, can and must be consecrated to human well-being by the teachings, the sentiments, and the spirit of Jesus.

#### OUR SOCIAL SURROUNDINGS.

We are in the midst of a farming region, immediately encircled by ten families, who are also educating their children in our school; two of them were formerly students, who, since they left us, have been married, and are now in their turn educating their children in their own Alma Mater. The influence of the College upon these children is manifest; not only in their manners, but also in their talents, for, of 126 to 153 students who have annually filled our halls during the last four years, none surpass them in mental powers; very few equal them in capacity or ability.

#### THE GROUNDS.

The real estate of Wilberforce contains 53 acres of land, finely timbered, and abundantly watered with mineral springs. The campus embraces about ten acres: 5 in front and 5 in the rear. It is traversed by a ravine, which at certain points becomes so deep as to eclipse the apex of the cupalo, 92 feet high. Its meanderings are east, southeast by north, flanking and moulding the rear of the campus into graceful curves and slopes, producing the form of a miniature table-land, sharply defined and beautiful. The front is level, with a slight indenture running southward. It is shaded by forest trees and a few evergreens.

#### OUR PROPERTY

consists of fifty-two acres of undulating land, which was heavily timbered when we bought it, in 1863. It is traversed by a deep ravine, through which a murmuring streamlet meanders winter and summer. At the time of its purchase, there were five mineral springs running out of the sides of this ravine, which are at present reduced to three, caused by the diminution of the timber, which has been cut down for fuel and other purposes. On these fifty-two acres we have ten buildings, exclusive of a barn and stable. Nine of these buildings are cottages, erected within the campus. They are inhabited chiefly by students and families, who came to educate their children under college restrictions and influences.

The main edifice is built in the center of the campus. The foundations are of solid lime-stone. The superstructure is of red brick, three stories above the basement, and is 44 by 160 feet. It embraces a center and two wings, the center is 40 by 52, the wings are 40 by 60. This building contains eight recitation and one lecture rooms, one art and one music room, one library, and a large hall, to be fitted up for a museum. It has also five dormitories, with forty bed rooms, and sleeping accommodations for eighty persons. The basement contains fifteen rooms, which embrace the kitchen, pantry, store rooms, dining hall, laundry and

sleeping apartments for all connected with the culinary and laundry work. When the dormitories and cottages are filled, students often find comfortable accommodations in this commodious basement.

#### OUR LIBRARY AND MUSEUM.

The library contains about 3,000 bound volumes and 300 pamphlets. The most of them are useful. Among these are few books of reference. We have none that can be considered as rare. Our museum is so small that we call it nothing more than the nucleus of a future one.

#### GRATEFUL RECOLLECTIONS OF BENEVOLENCE.

Before concluding this historical sketch, it seems proper to make a grateful record of those who generously aided us, when we most needed their assistance to make our very existence an unquestionable fact, for at that time some of our own short-sighted people, for whose special benefit we have always planned and executed, had formally denied it.

In March, 1863, our friends of the Cincinnati Conference of the Methodist Episcopal Church sold us the property for its indebtedness, which was \$10,000, and that, too, at the time when the agent of the State of Ohio stood anxious to buy it at a much larger price for an asylum, and from others they could have obtained from one to two-thirds more than we were able to give. Their liberality placed a valuable seat of learning, with at least \$1,000 worth of furniture, within our reach, and therefore we ought to be grateful.

In 1867-68, the Society for the Promotion of Collegiate and Theological Education at the West aided us in the sum of \$1,800. Let it be remembered that we were burnt out in the spring of 1865. In 1867 we had erected the western wing of our edifice; but its walls were not only unpictured and its floors uncarpeted, they were *unplastered and rough*: *all around us presented an uninviting aspect.*

At my earnest invitation, the good Secretary, Dr. Theron Baldwin, came—he saw the “appalling obstacles” which we had to face and overcome. His soul was stirred to its depths,

and his eloquent plea in our behalf induced the Society to vote us \$1,800 for the year 1867. In 1868-69 they again voted us \$1,800. Although the funds of the society did not enable them to make good the whole of this last vote, what we did receive was of signal benefit, and we are therefore thankful.

The American Unitarian Association aided us from 1868 to 1875, at an average of \$500 per annum. The first twelve months of that time they gave us \$800, in all about \$4,000. We have received from them, for purely educational purposes, in the form of lectures on different branches of natural science, including experimental physics, also lectures on literature and philosophy. The lectures on literature were both Biblical and secular. They were delivered by the scholarly Professors of Antioch, and have been very serviceable to our graduates, not only in stimulating them to deep research, but also in polishing their style, for which we ought to be grateful.

To construct our new edifice, Rev. R. S. Rust, D. D., and Rev. J. F. Wright, D. D., each gave us \$100. For our endowment fund, John Pfaff, Esq., of Cincinnati, and P. P. Mast, Esq., of Springfield, Ohio, each has subscribed \$500. The latter is to pay his subscription sometime in the coming summer.

In 1868 that noble philanthropist, Hon. Gerritt Smith, sent us \$500; the same year the equally noble Chief Justice Chase induced an English gentleman to send us \$300; subsequently the Chief Justice gave us \$250, and in his last will bequeathed us \$10,000. In this last instance he magnified his greatness in making us, who are the poorest of God's poor in the United States, the first object of his considerate benevolence.

Now, and here, we record the facts that, in 1869, we received, through General Howard, from the Freedmen's Bureau \$3,000, and in 1870 we received from the same Bureau, by special act of Congress, \$25,000, for all of which we ought to be grateful. Total from the Bureau, \$28,000. All this has been spent in building, except \$3,125, which was paid



to the agent as percentage. Concerning our benefactors, whose earthly career has been finished, *we hope* they may "be rewarded at the resurrection of the just." Concerning those who are still living, *we pray* that they and theirs may never lack a friend nor aid in the time of need or the day of adversity.

#### COLLEGE SOCIETIES.

The "Society of Inquiry on Missions" was organized by the President, for the purpose of collecting information concerning Christian Missions from all sources, foreign and domestic, and to cultivate the spirit of missions in the Theological students for whose special benefit the organization was brought into existence. Since then other persons have been admitted to membership, but the extension of this privilege to persons not members of the Theological Department has, in some respects, damaged the original character of the Society.

The Soldalean Society was organized by the students, the present Professor Shorter, then a student, being their leader. It is a debating club. Its design is mutual improvement in composition, disputation and oratory.

Outside of the Institution, but connected with it by bonds of earnest friendship, is the "College Aid Society," consisting chiefly of married ladies, and some of the oldest female students. Its aim is declared in its name. This Society came into existence through the wants of the College, and has rendered signal services to the University in times of embarrassment.

"Wilberforce University Endowment Association," outside of the Institution, consists chiefly of ministers and laymen of the Ohio, Pittsburgh and Kentucky Conferences, who are earnest workers in its behalf, and connected with it by a friendship as sincere as it is earnest. *Its object is the permanent endowment of Professorships and scholarships.*

#### BOARDING FACILITIES.

Students can board in families for \$2.00 and \$2.50 per week.

A Boarding Club, consisting of the students, including both sexes, is called "The Mutual Relief Association." Board is furnished by this club for \$1.50 per week. The *initiation* fee is \$3.20, including the first week's board, so that the first month's board will cost a new member \$7.50; after that, only \$6.00 per month. It was first managed by a Steward, a Secretary and a Treasurer, elected from among themselves; but at the end of every year they were involved in debts. At the end of three years, it was found that their management was ruinous; since then it has been gratuitously managed by one of our Professors, who has not only kept the Club out of debt, but has had a surplus for it at the end of the college year. They hire a cook, but take turn to wait upon themselves at table, and thereby reduce their expenses to the *minimum*. The young men do the heavier part of the work, the young women the lighter.

#### SOURCES OF INCOME AND PRESENT CONDITION.

As respects endowment of Professorships, we have none, As respects scholarships, we have an endowment of \$2,300, which yields assistance to two students, giving each the sum of \$70.50 annually. Ten thousand dollars of the Avery estate have been set apart for our benefit, and the interest, at 6 per cent., paid over to us semi-annually. Our Church Treasury yields us an average of \$1,000 annually; tuition fees and rents, amounting to about \$5,000 annually; bonds in the Western Union Telegraph Company, and the railroad between Pittsburgh and Cleveland, bequeathed by the late Chief Justice Chase, amounting to \$10,000; but this is at present not available. Morally and intellectually, I believe we compare favorably with similar institutions. We have a church within the University, by means of which the moral and religious character of the students are beneficially affected, so that many who come to us utterly careless of their spiritual well-being, leave us as earnest Christians. In this church we have also a well-managed Sunday school, taught by the Professors and advanced students.

In the Normal Department are, Juniors.....	4
“ “ “ “ Seniors.....	1
“ Classical “ Sophomores.....	1
“ “ “ Juniors.....	1
“ “ “ Seniors.....	1
“ Theological “ Freshmen .....	6
“ “ “ Sophomores.....	2
“ “ “ Seniors.....	2
“ Theol'cal Dep'tm't. in different stages of preparat'n.	20
“ Scientific Department, are Sophomores.....	2
“ “ “ Juniors.....	1
“ Training School, of different grades.....	50
“ Different stages of English studies .....	46
Total .....	*127

#### SUMMARY OF RESULTS FROM 1863 TO 1876.

Fully to appreciate the results of our efforts, it is necessary to remember, first, that the 10th of March, 1876, will be just thirteen years since we purchased the real estate of Wilberforce Univerity, at a cost of \$10,000; and the end of July, 1876, will be thirteen years from the day when the school was opened. Secondly, that we had not a dollar when we made the *bid* for the property. Thirdly, that we opened the school with but six pupils in Primary Eenglish studies, having but one teacher, and that we were burnt out about two years after we made the purchase of the property. Our dormitories, recitation rooms, library and chapel were all consumed, and our school almost broken up. We had to begin anew. Now we have so far completed our new building that we shall be able to dedicate it this summer. The burnt edifice was made of wood, erected on a slight brick foundation; it was beautiful, but a light and airy thing. Our present edifice is of heavy brick, on massive stone foundation. The cost, when completed and furnished, will be about \$45,000. Within thirteen years from the day we opened our Primary English school, we shall have graduated thirteen young ladies and sixteen young men. Total, 29.

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\*At present the total number is 138.

All our graduates have engaged in the honorable and useful employment of the pulpit, and the school room. Three have been elected to fill Professorships in their own Alma Mater, and one is Principal of Lincoln Institute, a High and Normal School of the State of Misiouri for the secondary education of colored youth. In addition to these, scores of undergraduates have received a partial training within the past twelve years, who are now employed or have been employed as teachers and as preachers in the Western and Southern States, but chiefly in the latter.

#### CONCERNING THE ELECTION OF TRUSTEES AND FACULTY.

Inasmuch as Wilberforce is under denominational auspices, it was deemed prudent at the time of its organization to have each Annual Conference represented by two laymen and three clergymen; and, therefore, inasmuch as there are 23 Annual Conferences, there are also 115 denominational Trustees, and to these add 9 honorary Trustees, and the six Bishops, who are *ex officio* trustees, and we have the enormous Board of 130; but, *practically*, we have not more than 24, the largest number ever present at an annual meeting. The lesson taught us at the end of twelve years is, that there is no need of having more than one clergyman and one layman to represent an Annual Conference, who may have alternates; these, with ten or twelve honorary members, and the *ex officios*, from whom a quorum can be convened within three hours' ride of the University, would be sufficient for all practical purposes. Our own experience and observation for 20 years furnish strong objections, also, to the annual election of the Faculty. The power and skill requisite to the successful working of a collegiate institution are attained only by the long experience and observations of many years, and is too important and valuable to be set aside for the gratification of the ambitious and arrogant, or the envious and malicious, as has sometimes been done. Common sense dictates the abolition of such a rule and the adoption of a better.

We will now finish this historical sketch by remarking:

The Charter of Wilberforce prohibits all distinctions based on race or color. Like Christianity, of which it is an offspring, its advantages and facilities are free to all races. Though very poor, young and weak, all the leading denominations have been represented among its teachers and its Faculty as well as its Trustees. Methodists, Baptists, Presbyterians, Congregationalists, Unitarians and Quakers—even Roman Catholics, have met here on common grounds.

To any thinking mind, it may be clearly seen that if, without endowment and with very poor facilities, so much good has been accomplished as these pages make evident, a thousand-fold more could be effected if amply endowed and ably officered. To this end, its real, intelligent and considerate friends should wisely plan and dilligently execute.

DANIEL A. PAYNE,

*President Wilberforce University, Green County, Ohio.*

FEBRUARY 26th. 1876.





VAN SICKLE'S

# Practical Business College,

COMMERCIAL BUILDING,

Limestone St., Springfield, Clark County, Ohio.

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*J. W. VAN SICKLE, Principal.*

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*Establishment of the College.*—The great necessity for a first-class *Practical Business College*, on a permanent basis, at this important rail-way and manufacturing center, led to the establishment of this College March 27th, 1871, with every facility for imparting a thorough practical business education, under a new system of instruction.

*The Commercial Course of Study* embraces Book-keeping by Single and Double Entry, as applied to every department of Trade; namely, General Wholesale and Retail Merchandising; Changing Single to Double Entry; Farming; Administrators' Books; Partnership Business; Joint Stock Business, including Banking, Railroading, Steamboating, and Manufacturing; Commission Business, including Shipments, Consignments, Shipment, Merchandise, and Adventure Companies; also Business Penmanship; Short Methods of Commercial Calculations; Spelling, Punctuation, and the proper use of Capitals; Lectures on Commercial Law, Political Economy, and various other branches of Commercial Science;—in short, every feature and principal of Book-keeping is presented and applied, so that the Student may be well prepared to keep books in any branch of business.

***The Course of Instruction*** is Practical, as well as Theoretical, and is arranged so as to lead the Student step by step, from the most simple entries to the more complex, with increasing interest, until the transactions assume the character of Actual Business, and when he has completed the course, he has not only learned *how business is done, but how to do it.* The full privileges of this Institution are open to Ladies as well as Gentlemen, and to them is given the same Course of Instruction, as to young men. The demand for ladies for a large class of positions which they can fill quite as well as men, is daily increasing and it can not be long before Book keeping will be generally accepted as a proper sphere of woman's labor.

***Qualifications for Admission.***—A good common English Education is all that is necessary, preparatory to admission in the Theoretical Department, though the more one is accustomed to study, and the farther he is advanced, particularly in mathematics, the more rapid and satisfactory will be his progress, and the better accountant he will be, when he completes the course. Many students, however, do well, whose preliminary education has hardly embraced more than the fundamental rules of arithmetic, this being the most important of the preparatory studies, and in addition to reading and writing, the only one absolutely essential. The applicant should not be under eighteen years of age.

***Time of Commencing.***—Students, (Ladies or Gentlemen,) can enter at any time as shall best suit their convenience, as we keep open on all week days, with the exception of National holidays. Rooms open from 9 to 12 A. M., and from 1 to 3 P. M. Evening Sessions from 7 to 9 P. M., from October to April. Students can attend by the month, quarter, year or for the full course.

***Conditions of Membership.***—Students connecting themselves with the College are expected to be daily in their seats, during business hours, and quietly and industriously employed in the regular work of the course of study pursued in the Institution. Especially are they expected to attend all lectures. General good order it is understood will at all times be observed, not only in the College Rooms, but in passing to and from them.

***The Time for the Full Course*** varies from six months to a year, according to the previous education and ability of the student, as well as to the amount of time devoted to study. There is no Commercial College in existence in which "young men can become thorough accountants in six to ten weeks," and those young men who are caught by such glittering advertisements are *always* disappointed. If a student is well advanced in common studies, and ready in Arithmetical Calculation, he can complete a course in six months, if not it will require longer time. But it should be distinctly understood that any Commercial College offering to take students through a *Complete Course* in a short time is unworthy of patronage and should be avoided. Such institutions have brought unmerited reproach upon the instructors in nearly all Business Colleges.

***The Theoretical Department.***—In this Department the Student acquires a thorough knowledge of the Theory of the Science of Accounts, before he is admitted to

***The Practical Department.***—In this department the Student enters into *Actual Business*. He is furnished with College Currency, buys and sells Merchandise, Real Estate, Stocks, &c., making all necessary entries in his Books, and writing out the appropriate Invoices, Notes, Drafts, Receipts, Acceptances, Bills of Lading, Business Letters, &c., and is required to be exact and systematic in the management of his affairs; so that the student can step from the school-room to the counting-room, and keep books.

***How we Teach.***—Students are instructed singly, and receive attention from time to time, as circumstances require, and as difficulties arise, each student advancing in his work according to his capacity to comprehend and thoroughly master it. None are urged forward unduly in classes with others, nor are they kept back; but each student receives *individual instruction*, and all are allowed and encouraged to progress as rapidly as they can and do their work well, for "What is worth doing at all, is worth doing well."

***Lectures to Classes.***—Besides the individual instruction which each student receives from time to time, all have likewise

the privilege of attending a full course of lectures delivered by the Principal, and of being thoroughly drilled in classes, and of listening to demonstrations on the Blackboard; thus combining the advantages of class drill and individual instruction.

**Diplomas** are awarded *free of charge* to students who complete the Full Course of Study and sustain a satisfactory examination. It must be distinctly understood that no Student, under any circumstances, will be graduated, unless he is thoroughly qualified to keep books, and is entitled to the honors of graduation. *The Standard of graduation* is high, so that none but reliable and thoroughly competent Book-keepers receive Diplomas, in which case they are a good recommendation in securing

**Situations.**—In no case will a promise be made to applicants to procure them situations, it being impossible to fulfill such engagements, as some colleges advertise to do. Yet every Student who is reliable and thoroughly qualified will be freely and cheerfully assisted by the Principal in obtaining a situation. There is no difficulty in procuring a good situation, if the applicant is reliable. A large proportion of the graduates have obtained permanent and responsible situations in the Banks and other Business Houses in this City.

**Location.**—The College is located in the City of Springfield, Clark County, Ohio. It formerly occupied Rooms in the Opera House, but on the first of January, 1876, it was removed to the New Commercial Building on Limestone Street, a few doors from the Post Office, and within a few squares of the Public Library, and many prominent business houses.

Springfield is a point well known and easy of access from any direction. Its advantages as a residence and business location are too obvious and well understood to require extended notice.

This Institution, located at a great Railway and Manufacturing Center, affords the young men of our country superior advantages for a thorough practical business education.

SPRINGFIELD, OHIO, JANUARY 1, 1876.



# HISTORY OF THE OHIO INSTITUTION FOR THE EDUCATION OF THE BLIND.

The establishment of this Institution seems to be due to the suggestion of the Medical profession of this State. In the summer of 1834 a call was issued for a Medical Convention, to meet in Columbus, on the 5th of January, 1835. Among the subjects to be considered was suggested the following: "The erection and location of Public Asylums for the reception of the Insane, and for the instruction of the Blind."

During the session of 1834-5 the Legislature authorized the Governor to obtain statistics of the unfortunate of the State. In his message to the Thirty-fourth General Assembly, Governor Robert Lucas reported that from fifty-five counties the number of idiots returned was 508; of lunatics, 206; and of blind persons, 202. And the whole number of blind in the State was estimated at 250.

On the 11th of March, 1836, the Legislature passed a resolution appointing "Rev. James Hoge, N. H. Swayne, Esq., and Dr. W. M. Ayl a Board of Trustees for obtaining information in relation to the instruction of the Blind of this State in letters and mechanical arts, to submit a full report to the next General Assembly, together with the probable expense of commencing a public school."

Invited by these Trustees, Dr. Samuel G. Howe, the Director of the New England Institution for the Blind at Boston, visited this State, and on the 23d of December, 1836, addressed the Legislature, and exhibited the proficiency of some of the pupils of that Institution.

The Trustees took measures to ascertain the number of Blind in the State. From fifty-nine counties 287 were reported, and it was estimated that at least sixty of these were proper persons to receive instruction.

On the 3d of April, 1837, an Act was passed establishing the Institution, and the same Board of Trustees appointed to secure land, commence the building and go on with the school.

The Trustees did as directed, and having rented suitable rooms, and secured Mr. A. W. Penniman, who was educated at the New England Institution, as teacher, on the 4th of July, 1837, opened the school.

Five pupils were present. Before the close of the year there were eleven.

An act was passed the 10th of March, 1838, fixing the tuition and board at one hundred and twenty dollars a year, and allowing the admission of twelve indigent pupils, who should be boarded and instructed at the expense of the State for five years.

By Act of March 11th, 1843, the Trustees were authorized to admit free as many pupils as they thought proper, to continue two years longer those whom they thought too young to be dismissed, and to admit free indigent persons over twenty-one years of age for the purpose of learning a trade, and retain them for two years.

March 11th, 1851, the distinction between indigent and pay pupils was abolished, and the maintenace of all pupils resident in the State was provided for at the public expense, parents being required to clothe and pay traveling and incidental expenses.

Until 1852 the institution was under the direction of a separate Board of Trustees; but by Act of April 28th, 1852, all the State institutions were placed under the control of one Board of nine Trustees. This arrangement continued until April 8, 1856, when the institutions of the State were again placed under separate Boards.

For the first three years the school was under the charge of Mr. A. W. Penniman. In the spring of 1840, Mr. Wm.

Chapin was appointed Superintendent. He held the office till August, 1846. From that date till the spring of 1848, Mr. Penniman acted as Superintendent.

April 1st, 1848, Mr. George McMillen took charge of the institution, and continued in office till his death, July 25, 1852. Mr. R. E. Harts was appointed to the position in the summer of 1852, and remained in charge till July, 1856. Dr. A. D. Lord was then appointed, and conducted the institution until August, 1868, when he was elected Superintendent of the New York State Institution for the Blind, at Batavia, New York.

At Dr. Lord's resignation, G. L. Smead was appointed Superintendent, and continues in office at the present date, February, 1876.

The cost of buildings, land, and other permanent improvements up to this date, has been about \$461,301.52.

Thirty-nine annual reports have been made up to November, 1875. These show the total expense of maintaining the Institution, including current expenses and salaries since its establishment, to be \$711,425.82, for each year an average of \$18,241.67.

The whole number of pupils admitted up to the present time is 874, an average of 22 each year.

The Institution has had 39 Trustees, 6 Superintendents, 51 Teachers, 8 Stewards, 10 Matrons, 8 Assistant Matrons, 2 Housekeepers, and 6 Physicians.

The old house proving too small to accommodate the increasing number of pupils, in the spring of 1870 a new building was commenced. Its construction occupied four years, and May 21, 1874, it was first occupied by the school. The old house could not accommodate more than 100 pupils. The new building will lodge 250, or by crowding room can be made for 300.

The old house, including the out-buildings, cost about \$34,409.34. The new building, including boiler and coal house, cost \$367,892.18.

In 1837 the school was opened, with one teacher and five scholars. There are now engaged in the Institution thir-

teen teachers, six in the Literary department, three in Music, and four in the Industrial department. One hundred and fifty-five pupils are now in attendance: 162 have been enrolled this term.

In the Literary department there are now classes pursuing the following studies: Arithmetic, Reading, Spelling, Grammar, Geography, Writing, Rhetoric, Natural Philosophy, History, Geometry, Mental Science, and Latin.

In Music, instruction is given in singing, piano, organ, and violin, and in musical composition; an orchestra, also, is in constant training.

The following trades and kinds of work are now taught in the Institution: Broom-making, cane-seating, hand and machine sewing, bead-work, knitting and crocheting. The following trades have been taught, but are now discontinued: Brush-making, willow basket-making, mattress-making, hat braiding, shoe-making, making mats, and carpet-weaving.

According to our present law, blind and purblind persons between the ages of six and twenty-one may be admitted, and allowed to remain till they are twenty-one. Males over twenty-one may be received and permitted to remain one year, for the purpose of learning a trade. Females over twenty-one may have their time extended to four years, if it is thought advisable.

There are now in the State about 1,500 blind persons; of these probably 225 are under 21 years of age. There are 125 pupils under 21 now in the Institution, leaving 100 under 21 years of age who are not enjoying the privileges of the Institution.

It is the intention of the Institution to reach, so far as possible, all the blind of suitable age and mental capacity in the State, and to give them a good common school education, such as will fit them to gain an independent livelihood.

The graduates of this Institution will be found in this State, and in other States, succeeding in supporting themselves wholly or partly by the trades and professions for

which their training here has fitted them. Some have had peculiarly good success in business. Some have gone on in their education through college with marked ability. Many have succeeded as teachers of music and literary studies in this Institution and elsewhere. Very few will be found supported at the public expense. Some have failed, of course. Many persons with sight fail in the struggle of life. But a fair average will show that the graduates of this Institution stand well in the world as men and women of intelligence and of independent character.

#### PRESENT OFFICERS OF THE INSTITUTION, 1876.

*Board of Trustees*—John G. Dun, London, Madison county; Henry C. Noble, Columbus, Franklin county; Thomas Ber-  
gin, Columbus, Franklin county.

*Superintendent*—G. L. Smead, M. A.

*Teachers*—H. P. Rolfe, A. B., G. B. Lindsay, Miss Kate Franklin, Mrs. A. E. Heyl, Miss Nellie B. Holt, Mrs. S. E. Smead.

*Teachers of Music*—H. J. Nothnagel, Miss Mattie Edgerton, Miss Joanna Donovan.

*Music Reader*—Miss Katie Henderlick.

*Teachers of Work Department*—Henry Hauenstein, Miss Ruth C. Bartlett, Miss Mary Wainwright, Miss Bell McKibben.

*Steward*—D. M. Brelsford.

*Physician*—William M. Awl, M. D.

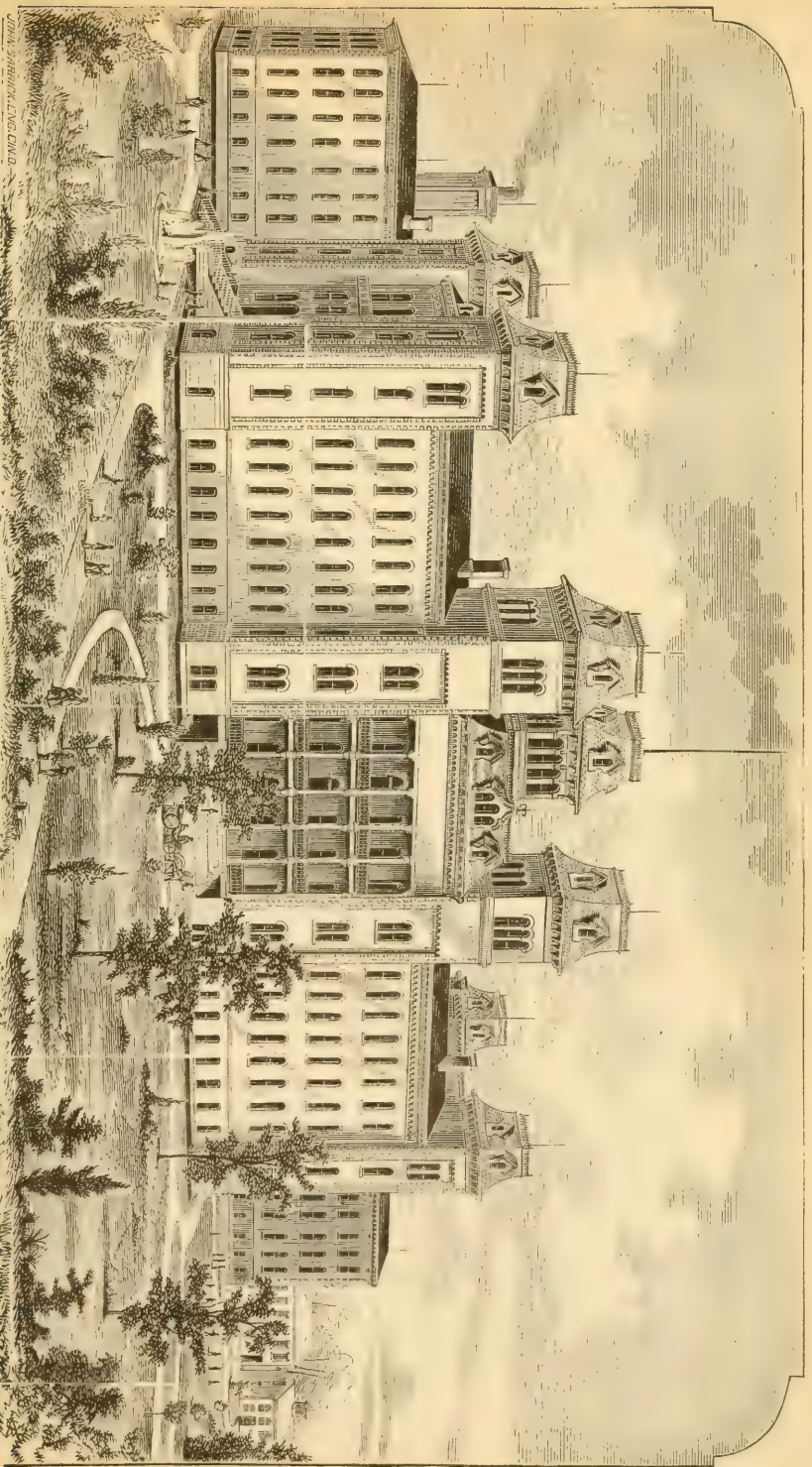
*Matron*—Miss Olive M. Brown.

*Housekeeper*—Mrs. E. J. Weston.

*Assistant Matrons*—Miss Martha L. McKibben, Mrs. K. E. Adams.







J. W. BARRICK, ENGR. CHICAGO

# OHIO INSTITUTION FOR THE DEAF AND DUMB.

(Engraved by J. W. BARRICK, a Graduate of the Institution.)



# HISTORY OF THE OHIO INSTITUTION

FOR THE

## EDUCATION OF THE DEAF AND DUMB,

LOCATED AT COLUMBUS.

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The first movement made in the State of Ohio to establish an Institution of its own, for the education of the Deaf and Dumb, was at Cincinnati in the year 1821. To what extent deaf mutes in the State had availed themselves of the educational advantages offered from 1817, by Eastern institutions, is not definitely known. Freeman Burt, from Cincinnati, had entered the Hartford school in the spring of 1818, and had remained there three years and a half at his own expense. Josiah Price, of Stark County, applied for legislative aid during the session of 1819–20, in sending his son to Hartford, and a bill was introduced to that effect by the appropriate committee, but it was never enacted. A pupil from Ohio was a member of the Philadelphia school in 1821.

It was in the spring of this year, 1821, that an association of gentlemen was formed in Cincinnati “for establishing a school for the instruction of the Deaf and Dumb in this part of the Western country.” Rev. James Chute was selected as Principal of the Institution, and sent to the American Asylum at Hartford to acquire the art essential to qualify him for the successful discharge of his duties. Mr. Chute, upon his arrival in July, was cordially received, and was offered every facility available. He spent but four months, however, in these preliminary studies—a period much too short for the acquisition of even tolerable skill. In December of the same year, the association

applied to the Legislature for an act of incorporation, under the name of "The Western Asylum for the Education of the Deaf and Dumb," and for pecuniary aid. The application was unsuccessful, on the ground that an Institution of this character, designed to meet the wants of the deaf and dumb of the State, should be centrally located.

The interest thus awakened was fostered by a letter, under date of January 3, 1822, received by the Governor of the State from the Directors of the Philadelphia Institution for the Deaf and Dumb, then recently organized.

It states that "returns of the deaf and dumb have been made from the different counties of the State (Pennsylvania), in accordance with a recent legal enactment, and what was apprehended by some is now reduced to a painful certainty—their number being found much greater than had been generally supposed. This, we presume, will prove to be the case in our sister States, considering how much neglect such unfortunate persons too often suffer, and the motive to concealment which their friends and parents find in their personal feelings, when there is no prospect of giving them relief." The Directors describe at length the facilities which they have provided for the education of deaf mutes, and invite the attendance of pupils from Ohio upon the same terms as from their own State. They also invite the Legislature to make an annual appropriation, to be applied under the direction of the Governor, for the education of the deaf and dumb, "in some suitable and convenient Institution." The invitation was not accepted.

In the session of 1822–3, an act was passed requiring "the listers of the several townships in each county of the State, at the time of taking the enumeration of white persons, to ascertain the number of deaf and dumb, of all ages, and to return said lists to the Clerk of the Court of Common Pleas of said county." This enumeration, carefully taken, resulted in the return of four hundred and twenty-eight deaf mutes, not including Athens and Hamilton Counties, the latter being also the most populous county in the State. Two hundred and eighty-eight were returned as under twenty



years of age. Of the whole number, 279 were returned as "poor," 66 as in "middling circumstances," 72 as in "good circumstances," and of 11 no report is given. It was plain that in the State at that time, possessing a population of about 600,000, at least 200 mute children of school age stood in need of education, and, furthermore, that without pecuniary assistance, education, in the case of most, would be impossible.

The way was thus prepared for a successful effort to establish an Institution at the legislative session of 1826-7. The Rev. James Hoge, D. D., of Columbus, a gentleman to whom, excepting those within the Institution itself, the deaf mutes of the State are more indebted than to any other individual, was the immediate agent in attaining this much desired object. Through the influence of Dr. Hoge, the benighted condition of the deaf and dumb was brought to the attention of Governor Morrow, and the result was a strong recommendation, in his message to the Legislature in the autumn of this year, to establish an Institution for their benefit. The subject was referred in the House to a select committee of three. An elaborate memorial, prepared by Dr. Hoge, and signed by a large number of prominent citizens, was presented to this committee, detailing, at length, the destitute condition of the deaf and dumb—the efforts that had been made in foreign countries, and recently in our own, for their relief—and the entire success that might be attained in their education. Some statements of the memorial, with regard to the state of deaf mutes previous to instruction, and their ignorance of spiritual and moral truths, were, at the time, received even by intelligent persons with much credulity, although observation and experience have abundantly proved their correctness. A bill for incorporating the Institution was reported by the committee, which passed both Houses, without serious opposition. The bill appointed a Board of Trustees, with the usual corporate powers—allowed them to hold property for the object specified—the annual income of which should not exceed \$30,000; and provided for the support of one pupil from

each judicial circuit in the State, at an annual expense not exceeding \$100 (to be paid out of the Literary Fund), and for a period not exceeding three years, the time generally fixed upon at the outset by the several States as the proper period for the education of the deaf and dumb.

Before an actual organization was effected under this act of incorporation, there was a movement in a different part of the State that deserves mention. It was the opening of a school for deaf mutes in the town of Tallmadge, in Summit County. The object seems to have been to supply an immediate want, rather than to establish a permanent Institution.

In the family of Mr. Justus Bradley, of this town, were three daughters who were deaf mutes. The sympathy of the citizens being excited in their behalf, it was found that there were in the neighboring townships a number of other individuals laboring under the same misfortune; and it was determined to commence a school for their instruction. For this purpose a Board of Trustees was organized, consisting of Rev. John Keys, Elizur Wright, Garry Treat, A. C. Wright, Philo Wright and Alpha Wright. The school was opened in May, 1827, under the instruction of Mr. Colonel Smith, a deaf mute, who had been for six years a pupil in the Asylum at Hartford, and was continued two years. It contained in all eleven pupils, most of whom were afterward members of the school at Columbus. It was sustained by private charity, with the exception of \$100 given it by the Legislature, in 1828, toward paying the salary of the teacher. The same bill also granted \$100 for the next year, provided the school at Columbus did not previously go into operation. This last sum does not appear to have been drawn from the treasury.

The first Board of Trustees of the Institution at Columbus, under the act of incorporation, consisted of the following gentlemen: Rev. James Hoge, D. D., and Gustavus Swan, Esq., of Franklin County; Thomas Ewing, Esq., of Fairfield County; Rev. William Graham, of Ross County; Rev. Wm. Burton, of Pickaway County; John H. James,

Esq., of Champaign County; Thomas D. Webb, Esq., of Trumbull County, and Samuel Clark, Esq., of Clarke County. The Governor of the State was *ex-officio* President of the Board, and Dr. Hoge was chosen Secretary. They met and organized on the 9th of July, and their first report to the Legislature was made in December, 1827. In this report they estimate that, should an institution be opened, there is a reasonable prospect, in the course of the year, of from fifty to seventy-five pupils.

As the revenues of the State were, at this time, principally engrossed in a great work of internal improvement—uniting the waters of Lake Erie with the Ohio River—the sources of income to meet the necessary expenses of the Institution were a matter of no small interest. Of these, three were proposed by the Trustees: 1st, a share in the Literary Fund; 2d, an application to Congress for a township of land; 3d, opening a paper at the office of the County Clerk of each County for private subscriptions. The trustees close their report by recommending that, from a due regard for the welfare of the Institution and to public sentiment, as far as they can ascertain, it be located at Columbus, alleging that “Here it will be under the eye, and subject to the inspection, of the Legislature at all times; and, also, that the facilities of intercourse and conveyance which are collected at this point, render it more convenient to any point in this State than any other place”—reasons which have lost none of their force by the lapse of time. By an act of the Legislature, passed January, 1829, the Institution was located at Columbus.

The gentleman selected as Principal of the Institution was Mr. Horatio N. Hubbell, who went to Hartford in March, 1828, to qualify himself for his new duties, and who remained there in the prosecution of his object about a year and a half. The school was opened October 16, 1829, in a small building, rented for the purpose, standing on the northwest corner of Broad and High streets. The building has since been removed. A lady was employed to board the pupils at a fixed rate. The prospect at the opening was

sufficiently discouraging. Only three pupils were present, and these were from the immediate vicinity. One of the three proved idiotic; another was a boy of weak intellect, and not long afterward became hopelessly insane. Yet these were all that could be gathered, notwithstanding a circular, stating the objects of the school, had been published for some months previously in the principal parts of the State. Before the close of the term, however, the number of the pupils increased to ten, and in the course of the next year to twenty-two, and an assistant teacher was employed at the commencement of the second year. After the schools were once in operation, the number of pupils began steadily to increase, and it was soon necessary to obtain other assistance in the department of instruction.

The school subsequently removed to a building in the rear of the present Buckeye House, next to rooms in the old Court House, and next to No. 28 North Front street, where it remained until its removal to its permanent home upon grounds of its own, in 1834.

At the outset of the history of the institution, it was hoped that its support might be provided for by the proceeds of the sale of a township of land, which it was expected could be obtained from the general Government by Congressional grants, as had been done in the case of the Hartford and Kentucky Asylums. This was urged by the Trustees in their first annual report, and had also been mentioned by Governor Morrow in his message recommending the founding of the institution. Governor McArthur, in his message to the Assembly of 1830-1, advised that a memorial be presented to Congress on this subject. This was done, and an act passed the Legislature directing the members of Congress from the State to use their influence in forwarding the measure.

A bill granting a township passed one House of Congress without opposition, and it was confidentially expected that it would meet with equal favor in the other branch. The bill, however, was not reached in the order of business before the body adjourned.

The first appropriation of money made to the institution by the Legislature was during the session of 1827-8. This was the sum of \$376.60, being, at the time, the unexpended balance of the Literary Fund, and was used in defraying the expenses of the Principal at the Hartford school. In 1834, \$2,239 were also granted from the same fund to complete the buildings. An act was passed during the session of 1831-2, appropriating to the use of the Institution one-fourth of the money accruing from the auction sales, taxes, etc., of Hamilton county. The amount at first annually realized from this source was something over \$2,000. It became less in succeeding years, and was finally turned into some other channel. The deficiency was made up by direct appropriations, which eventually became the sole source of support.

During the session of 1829-30, an act was passed authorizing the support of one indigent pupil from each of the nine judicial circuits of the State, the pupil to be "selected by the Board of Trustees, from persons recommended by the associate judges of the counties where they reside." At the session of 1830-31, the support of an additional pupil from each circuit was authorized. At the session of 1832-3, this number was increased to three; and during that of 1833-4, the Trustees were authorized to admit thirty-six State pupils, and twelve additional ones annually, till the number should equal sixty. At each of these periods the provision made was intended and supposed to be sufficient to meet the probable number of applications. During the session of 1844 these limitations were repealed, and the Trustees were instructed to admit all suitable applicants.

It was provided, in the act of incorporation, that the annual expense of each pupil should not exceed \$100 for the session of ten months. This was reduced, by the act of 1831, to \$75, which was found to be about the actual expense at that time. In 1837, it was again fixed at \$100. By the Constitution of 1852, it was provided that "institutions for the benefit of the insane, blind, deaf and dumb, shall always be fostered and supported by the State, and be



subject to such regulations as may be prescribed by the General Assembly." And from that date on, the expenses of the Institution were met by aggregate appropriations. At present the ordinary cost per annum is about \$200 per pupil.

The time at first contemplated as sufficient for the course of instruction was, as has already been stated, three years. At the session of 1833, this time was increased to four years, and in 1834 to five years. In 1844, an act was passed allowing the Trustees to retain pupils, at their discretion, for a period longer than five years, and not exceeding seven. This limit, in 1866, was extended to ten.

One of the first objects of attention on the part of the Legislature, after incorporating the Institution, was to provide a proper location, and to erect suitable buildings for its accommodation. Indeed, in the act of incorporation itself, it was made the duty of the Board of Trustees at that time appointed to report to the General Assembly, among other particulars, with regard to the locality, plans, buildings, &c., necessary for an Institution, and in January, 1829, prior to the opening of the school, an appropriation was made to purchase a site. This was secured in the February following. A tract, consisting of three outlots, containing three and a third acres each, lying about half a mile east of the State House, was selected and purchased for three hundred dollars, the land being considered as about one-half a donation at the time. The selection was most admirably made. The grounds, embracing an area of ten acres, are ample in extent, the soil of the finest quality, the water abundant and excellent, and the situation easy of access and almost unparalleled as to its healthfulness.

The first building for the use of the school was commenced in 1832, and was occupied at the opening of the fall term of 1834. The building was fifty feet by eighty, and three stories high, the general plan of the one in New York having been adopted. It was designed to provide school, lodging, dining, and sitting rooms for from sixty to eighty pupils, and was supposed to be large

enough to meet the wants of the Institution for a long time to come. The increase of pupils soon showed it to be much too small. A wing, seventy by thirty, and four stories high, was added to the south end of the original building in 1845-6. In 1856, a building one hundred and thirty-five, and two stories high, designed ultimately for shop rooms, was added to the accommodations of the family, and from that time on until the opening of the new house, in 1868, the attendance continued at one hundred and fifty.

In 1863, the necessity for enlargement had become so urgent that the General Assembly, without a dissenting vote, enacted a bill providing for the erection of the present structure. It was first occupied in the fall of 1868. It is the most extensive and commodious structure devoted to the education of deaf mutes to be found anywhere, and deserves more particular description.

It consists of seven buildings, suitably connected, and was erected at a cost of \$650,000. It is built of brick, and is elaborately trimmed with stone. The roofing is of slate, the cornice of galvanized iron, and the balconies, pillars, railing and floor, of iron. The number of bricks required was 8,000,000; the roof cornice is 3,800 feet in length; the gas pipe measures two miles; the interior walls and ceilings have a surface of twelve acres, and the floors a surface of four acres. The windows number 800. The front building, 270 feet in length, is surmounted by seven towers, the central one being 115 feet high, the two at its side 105 feet, and the four at the corners 97 feet. The center tower has been finished to the top, and from it, ascending by a spiral staircase, visitors have a magnificent view of the city. This front building is divided by a hall ten feet wide, running its entire length, upon every story, each story above the basement being fifteen feet high. The use of this building is for offices, library, museum, hospitals, parlors, sewing and store-rooms, and chambers occupied by teachers, officers and employes. Attached to the front building are three wings, running north. The central wing, 145 by 40 feet, is occupied by the kitchen and adjacent store-rooms, the dining-

room, and a chapel 23 feet in height. The two exterior wings extend north 115 feet, affording a hall the entire length, and adjacent rooms for baggage, clothing, washing, bathing and water-closets. Attached to these exterior wings, and extending at right angles to them 110 feet east and west, are two wings, 40 feet wide, called the boys' and girls' wings. The first story is used as a play-room. The second is the sitting or study-room, and is used out of school and work hours. The two upper stories are dormitories. These side wings return by corridors to the central wing, which continues by the bakery and store-rooms in the basement, and by corridors in every story, to the school building in the rear. This building is 115 by 55 feet, is three stories high, and contains twenty-three school-rooms. Still further to the rear is a building 100 feet square, from the corner of which rises the ventilating shaft, 115 feet high. This building contains the boilers, engines and pumps used for heating the main building, and for supplying every part with water. The second story is occupied by the machinery and appliances of the laundry.

The Institution can accommodate four hundred pupils, and has had that number for three years past.

The yearly period of instruction is forty weeks. The vacation, of twelve weeks, pupils spend at their homes.

Deaf mutes of ordinary health, morals and mental capacity, are admissible between the years of six and twenty-one, and may remain such a portion of ten years as their progress and conduct may justify. The course of instruction, with children of ordinary intellect, requires ten years of study. It is divided into three departments, called Primary, Grammar and Academic, and covering four, three and three years, respectively.

The Primary classes, at present fifteen in number, are engaged in the acquisition of the simpler forms of language, and use reading books especially prepared for the deaf and dumb. These classes also acquire a good knowledge of penmanship, the fundamental rules of arithmetic and a first book in geography.

The Grammar classes, five in number, continue to study language, making use of the easy readers of the public schools. They continue the study of arithmetic and geography, and also take up histories of the United States. Penmanship is succeeded in these classes by drawing.

The Academic classes, two in in number, continue the daily study and practice of composition. They add to arithmetic the study of algebra. From physical geography they pass to natural history and science, using the current elementary text books in natural history, chemistry, physics, geology, astronomy and botany. General history is taken up, and also some practical treatise upon civil government and political economy. Drawing in these classes is carried to a point of decided excellence. When called for, a section, also, is taught Latin enough to secure admission to the National Deaf Mute College at Washington, D. C.

From all departments and classes daily details are made of those pupils who are likely to profit by instruction in articulation and lip reading. About one-tenth of the whole number are thus taught, and with sufficient profit to fully justify the attention and cost.

Pupils of the two higher departments are encouraged in the constant use of the library, which has been selected and is replenished, from time to time, with especial reference to their wants. A weekly paper, the *Mute's Chronicle*, has been published at the Institution for eight years.

The pupils of the Academic department, with some from below, have sustained for years a flourishing Literary Society, called the "Clionian." By its regular meetings, held upon Saturday evenings, and by its occasional exhibitions, it affords voluntary occupation to the more active and ambitious minds, and also contributes to the increase of general intelligence and dignified culture.

The length of the school-day is five hours, divided into two sessions, and combined by a system of rotation, with two and one-half hours of manual labor.

School keeps every day in the week, that of Saturday closing at noon, and that of Sunday lasting forty-five min-

utes, and being occupied with subjects appropriate to the day.

On Sabbath morning, also, the oldest third of the school attend a religious service, lasting one hour, conducted by the Superintendent; and in the afternoon the second third attend a similar service, lasting thirty minutes, conducted by the Superintendent. An hour of each evening, and with the older pupils, an hour and a half, is spent in the preparation of the next day's lessons.

As to the medium of communication in the school and the household, it is, first, oral speech, where possible; second, written speech, where it is intelligible, and does not unduly weary; and thirdly, where neither oral nor written speech are feasible, the mutes own pantomime, remembering ever that it is but a scaffolding, employed by the safe builder, until the real structure—language—is completed, to be then laid aside.

The mute will, indeed, always return to it with the affection felt by every person for his own vernacular tongue; but living, as he does, surrounded by speaking persons, he will, however reluctantly, conform to their chosen medium of ideas, looking forward with earnest hope to that great unfolding, when the many tongues of earth, discordant now, will blend in one universal language.

The subject of workshops early engaged the attention of the friends of the Institution, and their erection was strongly recommended in the reports of that period. It was with great force argued that some part of the intervals of relaxation from study might be profitably employed in learning a useful trade, and thus skill be acquired, and habits of industry, formed, which would be of great advantage to them in after life. Accordingly, in 1838, a two-story building, twenty by sixty, was erected for this object. The only trade introduced was that of shoemaking. Such of the pupils as were of suitable age were employed four hours a day, under the instruction of a man engaged for this purpose. The arrangement was followed for a number of years with all the success that could have been expected under



the circumstances. The system at that time favored was evidently an unfortunate one. The only compensation which the person employed to teach the trade received was the labor of the boys. His apparent interest would be to obtain the greatest possible amount of labor, without reference to the improvement of the pupil. The obvious inference should have been, not that the whole matter should be abandoned, but that it should be conducted on different principles. The contract having expired; it was not renewed. In 1863 shoemaking was resumed, the State providing a foreman and materials. Under this efficient system the instruction of mutes in useful mechanical labor has since continued.

In 1867 an enactment of the Legislature required the addition to the mechanical instruction of the Institution of the arts of printing and bookbinding. The quarters occupied by these trades were the building, 130 by 35, previously referred to.

To foster the operation of this enlargement of the industrial department without detriment to the literary education of the pupils, a combination of the two was established, in accordance with the following method:

The school is divided into three divisions, consisting at present of seven, seven and eight classes. The day is also divided into three sessions of two, two and three hours, the first extending from half-past seven to half-past nine; the second from half-past ten to half-past twelve; and the third from two to five, with half an hour's recess at half-past three. At half-past seven the regular duties of the day begin. Two divisions go to their respective class rooms, and the third is distributed, the boys to their trades and the girls to the bindery and the housework. All are dismissed at half-past nine. At half-past ten, after the chapel service, two divisions go to their class-rooms, and one is distributed as before, the boys to their shops and the girls to the bindery and the housework. All are dismissed at half-past twelve, the hour for dinner. At two o'clock, as before, two divisions go to school, and the third to the trades and housework.

Thus, in working hours, from half-past seven in the morning until five in the afternoon, two-thirds of the scholars are at school, and one-third is at work. Every pupil attends school two sessions daily and works one session. The average daily time spent at school is something less than five hours, and that spent in manual labor is about two hours and a half. To secure a fair distribution of time, and also a desirable variety, the assignment moves forward one session the first day of each month, so that those who work in the morning any month, work the next month in the forenoon, and in the afternoon the month after that. Those who work in the forenoon any month, work in the afternoon the next, and those who work in the afternoon any month, work in the morning the next.

This rotation is so generally understood by the pupils that upon the first day of each month the change to occur has only to be announced, without explanation, and all go to their appropriate departments without confusion.

The impediments to successful shops in asylums, as they become large, are these: During school hours, from nine to four o'clock, or from eight to one, as the case may be, the shops are, as the department is usually organized, necessarily empty, and the masters unemployed, unless they busy themselves in preparing work, as the saying is. Again, all necessarily go to the shops together, before or after school, or at both times, and, supposing three trades to be taught, as is the case with us, the boys, when two hundred in number, the number we actually have, would average over sixty to a shop. No master can give suitable attention to sixty apprentices at one time, however dilligently he may prepare for it, or be sure that they are all of them even at work. A shop, if possible, should have its operations prolonged through an ordinary working day, and, in a large institution at least, should secure its complement of pupils in successive sets through the day. The wisdom of this method has been confirmed by eight years of experience.

The health of the Institution since its establishment has

been a matter of congratulation. During forty-eight years there have been but twenty-eight deaths. The average duration of schooling has been four years and a half, and the whole number of pupils received has been 1,525. Two of the twenty-eight died by drowning, and one by railroad accident. By reason of cholera in the city in 1833, and again in 1849, the school was dismissed for a short time before the close of the session. In 1867, also the prevalence of typhoid fever occasioned the closing of school in March. During the past four years, with a daily attendance of four hundred, but two deaths have occurred.

The affairs of the Institution have been under the immediate care of five gentlemen successively. Mr. H. N. Hubbell, by his untiring energy, faithfulness and skill, bestowed for twenty-four years, brought it from small and feeble beginnings to a position of decided importance, and one holding a warm place in the affections of the people of the State. Few persons, as they look at an Institution of this character in its mature and perfected organization, and in the full exercise of its beneficent career, are able to appreciate the difficulties that have been encountered in its early history. The creation of public sympathy in an untried and difficult enterprise, securing public confidence, maturing plans, erecting buildings, collecting, organizing and controlling an Institution of this kind, involves an amount of care and perplexity, and demands a fertility of resources that attend few other labors undertaken by man. No greater satisfaction can be conferred upon a benevolent mind than to have been made the agent of effecting such a work.

Mr. J. Addison Cary, his successor, succumbed to an acute and painful disease, and died in less than a year. His eminent talents and genial qualities made his death to be deeply regretted.

Rev. Collins Stone was in charge for eleven years, 1852-63. He brought to his work full acquaintance with the characteristics of deaf mutes, and superior skill in the art of their education. His knowledge of human nature was thorough, and his experience in affairs extensive. Cautious, yet bold,

fertile in resources and prompt in execution, swayed at all times by a conscientious regard for the duties of his position and by sympathy for mutes in their misfortune, social in his temperament, of polished manners, and the soul of honor, he united in a remarkable degree the qualities desirable in his office.

Mr. George L. Weed, in charge three years, 1863-6, was occupied, in addition to the numerous cares incident to the control of a household of nearly two hundred persons, in the labors and influences preliminary to the enlargement undertaken in 1863, and made complete in 1868.

His successor, and the present incumbent, was Mr. Gilbert O. Fay, who for ten years has had the task of developing and determining the routine life of a household at present numbering nearly five hundred persons, in quarters entirely new.

The Ohio Institution for the Deaf and Dumb, the fifth in the country in the order of time, is yet, in another particular, the FIRST. It was the first established upon the important and only true principle, that the entire expense of furnishing a complete education to the deaf and dumb should be defrayed by the State. Other States have liberally and nobly made appropriations to support their deaf mutes in private incorporations, granting a yearly stipend for this purpose—in some cases sufficient, in others not so. Ohio claims the honor of first providing adequate and gratuitous instruction for the deaf and dumb as a matter of plain and acknowledged duty. The nobleness of this act is not diminished by the consideration that, at the time of assuming this duty, the State had been in existence only twenty-five years, that three-quarters of its surface was covered with the primitive forest: that the great thoroughfares of commerce were not constructed, nor its system of common schools in operation: and that, while the taxes of the State were burdensome; its revenues were comparatively small. From a work commenced under such circumstances, the State, in her subsequent progress to wealth and greatness, has shown no disposition to retreat.

The material for this sketch, so far as it applies to the first twenty-seven years of the history of the Institution, as well as the language in which it is described, have been largely derived from a sketch drawn up twenty-two years ago by Rev. Collins Stone, at that time Superintendent of the Institution. This revisal and the filling out of the sketch as it stands have been done by the present Superintendent.

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## PRESENT OFFICERS OF THE INSTITUTION—1876.

### TRUSTEES.

HENRY F. BOOTH, ANSEL T. WALLING, PHILEMON<sup>2</sup>/<sub>3</sub> HESS,  
*Superintendent*—Gilbert O. Fay.

## THE SCHOOL.

### INSTRUCTORS.

*Academic Department*—Charles S. Perry, M. A., Alfred H. Hubbell, M. A.

*Grammar Department*—John D. H. Stewart, Louisa K. Thompson, M. Abbie Hyde, Sarah Noyes, Robert Patterson, B. A.

*Primary Department*—Plumb M. Park, Matthew G. Ruffington, Cassie H. Smith, Mary C. Bierce, Geo. W. Halse, Hannah Davis, Gertie Woofter, Ruth E. Hare, Adaline T. Evans, Kate Millikan, Sarah F. Perry, M. Annie Byers, Lucy E. Brown, James M. Park, B. A., Augustus B. Greener.

*Teacher of Articulation*—Ida W. Kessler.

## DOMESTIC DEPARTMENT.

Van S. Seltzer, M. D., Physician; Frederic F. Wing, Steward; Charlotte A. Babbitt, Matron; Mary Syler, Assistant Matron; Helen A. Rose, Assistant Matron; Mary A. Kidder, Housekeeper.

## DEPARTMENT OF TRADES.

Parley P. Pratt, Master of Shoe Shop; Charles B. Flood, Supervisor of Public Printing; Mitchell C. Lilley, Master of Book Bindery; Thomas Flood, Master of Printing Office.



# THE MANTAL ALPHABET.



# HISTORY OF THE OHIO STATE ASYLUM

## FOR THE EDUCATION OF

### IDIOTIC & IMBECILE YOUTH.

To Ohio, through one of her citizens, belongs the credit of first directing public attention to the elevation of Idiots in the United States. At a meeting of Medical Superintendents of American Institutions for the Insane, held in Philadelphia in 1844, Dr. Wm. Aul, of Columbus, brought the matter before that body, and a Committee was raised to consider the subject, from whom an able report was presented to the Association at a subsequent session in Washington City, May, 1846. Institutions were soon established in several of the States.

No legislative action was had upon the subject in Ohio until March, 1850, when a resolution, presented by Hon. Pinckney Lewis, of the Senate, was passed, appointing Dr. Hanbury Smith, then Superintendent of the Ohio Lunatic Asylum, to report at the next session of the General Assembly upon Idiocy and Idiot Instruction, as follows :

“ First, to make inquiry into the expediency of making provisions, on the part of the State, for the support of the idiotic and imbecile portion of our population ; particularly it shall be his duty to report the results of experiments already made, and now being made in the education of the idiotic ; also, the number of this class of population in Ohio ; and, finally, into the economy of supporting and educating this class of our population in institutions adapted to their case, as compared with their support as at present provided.”

In January, 1852, Governor Wood, in his annual message,

directed the attention of the General Assembly to the duty of providing for the care, protection, and improvement of the imbecile and idiotic. Governor Woods' efforts were earnestly seconded by his successor, Governor Medill, who, in his annual message to the General Assembly in January, 1854, recommended that that unfortunate class be embraced within the range or beneficial operation of our benevolent institutions.

In March, 1854, Dr. N. S. Townshend (at present and since the organization of this Institution one of its Trustees), then a member of the Senate, to whom was referred so much of the Governor's annual message as relates to the subject of Idiocy, made to the Senate a most interesting and able report, which was laid upon the table and ordered to be printed.

During the year 1856 public attention was called through newspaper articles to the number of idiots in the State, their condition, and their capabilities for improvement, by Dr. R. J. Patterson, who had for many years devoted himself to the treatment of insanity and mental diseases. A bill to establish an Asylum for Idiots was introduced in the House of Representatives by Hon. Ralph Plumb, but was presented so near the close of the session that it was laid over for want of time to properly consider and act upon it.

In January, 1857, Hon. Herman Canfield, of the Senate, introduced a bill to establish an Asylum for the Education of Idiotic and Imbecile Youth. This bill became a law April 17, 1857.

The institution was organized by the appointment of Hon. William Dennison, Hon. N. S. Townshend, and Hon. Asher Cook as Trustees. R. J. Patterson, M. D., was made Superintendent. A large dwelling house, opposite the Institution for the Blind, was rented, and the first pupil was admitted August 3, 1857. Sixteen pupils were admitted the first year. During the three succeeding years the average number of pupils was thirty.

Hon. William Dennison having been elected Governor, resigned his position on the Board of Trustees, and was succeeded by Hon. Herman Canfield, November 15, 1859. Dr. R. J. Patterson resigned the place of Superintendent November 15, 1860, and was succeeded by Dr. G. A. Doren, the present Superintendent.

The accommodations of the Institution were increased to fifty pupils during the year 1861, which was the average number under care until the occupancy of the new building in July, 1868.

During the year 1862, Hon. Herman Canfield, who was killed at the battle of Pittsburgh Landing, was succeeded upon the Board of Trustees by Hon. Peter Hitchcock, and Hon. Asher Cook by J. A. Lutz, Esq.

In 1864 the Legislature passed an Act to permanently establish the Asylum for Idiots, and appropriated money for the purchase of a site, and the construction of permanent buildings. Work upon the buildings was not commenced, however, until the autumn of 1865. The new buildings were occupied in July, 1868, and were opened with 105 children. The number was increased to 150 in 1869 to 170, in 1870 to 250, the extent of the capacity of the Institution in 1871. The buildings were then enlarged. In 1872, 300 pupils were accommodated. Additions were again provided for. During the year 1873, 310 children were cared for; in 1874, 351; in 1875, 393. The number now in the institution is 400.

#### OFFICERS OF THE INSTITUTION.

*Trustees*—Hon. N. S. Townshend, M. D., Columbus, Ohio; J. A. Lutz, Esq., Circleville, Ohio; Hon. John A. Shank, Cincinnati, Ohio.

*Superintendent*—Gustavus A. Doren, M. D.

*Matron*—Miss Harriet F. Purple.

*Assistant Matron*—Mrs. Sarah Lawrence.

*Housekeeper*—Miss Sarah Husted.

*Teachers*—Mrs. N. L. Doren, Miss M. E. Clift, Miss Emma Wilson, Miss Lucretia Lockwood, Miss L. Seymour, Miss C. L. Gregory, Miss Mary A. Penfield, Miss Mary E. Wicks, Miss Anna McGrew, Miss Anna J. Penfield, Miss J. Ricks, Miss Anna M. Clark, Miss Ella J. Stocking, Miss S. P. Owens, Miss C. N. Allen.



HISTORICAL SKETCH  
OF THE  
OHIO SOLDIERS' & SAILORS' ORPHANS' HOME

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At a Department Encampment of the Grand Army of Ohio, held at Sandusky, July 21st, 1869, a resolution was adopted to provide a Home for the care and support of Soldiers' Orphans, of the State of Ohio. In accordance with this resolution, the Department Commander, General J. W. Keifer, appointed a Board of Managers, consisting of the following members: Rev. P. P. Ingalls, Toledo; General James Barnett, Cleveland; Hon. S. D. Griswold, Elyria; Colonel H. G. Armstrong, Cincinnati; General George B. Wright, Columbus; Major M. S. Gunkle, Dayton; General B. F. Coates, Portsmouth. Three ladies were afterward added to this Board, namely: Mrs. Lucy W. W. Hayes, Columbus; Mrs. Henrietta L. Monroe, Xenia, and Mrs. Rachel White, Springfield.

At the same time, Chaplain G. W. Collier, of Fremont, was appointed to visit the different localities of the State and solicit funds for the education and support of such soldiers' orphans as might be collected together. This work Chaplain Collier zealously pursued, assisted by others, and, as the result of these efforts, some time in the following December, a Home for Soldiers' Orphans was opened at Xenia, Greene County, Ohio. For several months this Institution was supported by voluntary contributions, until the number of inmates reached the aggregate of 125. During this time it was conducted in two separate buildings, in the business portion of the above named city, and managed by Mrs. H. H. Edgeton, Matron, and efficient assistants.

On the 14th of April, 1870, an Act was passed by the Ohio Legislature to establish an Ohio Soldiers' and Sailors' Orphans' Home, locating the same at the Ohio White Sulphur Springs, Delaware, Ohio. Shortly after the passage of this Act, a Board of Managers, consisting of seven members, was appointed by the Governor, which met at Columbus, Ohio, April 21st, 1870, and organized by electing Gen. R. P. Buckland, President, and Colonel H. G. Armstrong, Secretary. At the same meeting this Board, having found that the children collected at Xenia, Ohio, were of the class which, by the Act already mentioned, should be educated and sustained by the State, adopted them, leaving them temporarily under the management of the officers whom the G. A. R. had appointed, and whom we have already mentioned. Shortly after this the Board visited and inspected the property at the White Sulphur Springs, a portion of which they found occupied by the Reform and Industrial School for Girls. Although they found the buildings here totally unfit for an Orphans' Home, they addressed a communication to the Trustees of the Reform School, asking at what time they would give possession of such part of the property and buildings as had been set apart by law for an Orphans' Home. Finding that possession could only be obtained by a resort to legal proceedings, and being satisfied that the number of Soldiers' Orphans in the State entitled to the benefits sought to be conferred by the law establishing the Home could not be comfortably provided for here, the Board adopted the following resolution:

WHEREAS, In the opinion of the Board the White Sulphur Springs property will not accommodate comfortably and well all the children of deceased and disabled Soldiers and Sailors, of the class contemplated by the law of Ohio as orphans to be provided for at a Soldiers' and Sailors' Orphans' Home; therefore,

*Resolved*, That in view of the above opinion, the Board will accept and receive, under the law of the State, by donation or bequest, a suitable tract of land, of the number

of acres required by law, at a convenient and accessible point, with the necessary buildings and equipments thereon, for the accommodation of not less than two hundred and fifty orphans, and upon such acceptance open and establish a Home for Ohio Soldiers' and Sailors' Orphans as is prescribed by law.

The Board of Managers again met April 29th, 1870, and elected Dr. L. D. Griswold, of Elyria, Ohio, Superintendent of the Ohio Soldiers' and Sailors' Orphans' Home, the Institution still occupying the rented buildings in Xenia, already mentioned. Here it remained until August 25th, 1870, when it was removed to the property where it is now permanently located. This property, when conveyed to the State, consisted of one hundred acres of land, situated about one mile from the city of Xenia, with buildings sufficient to accommodate two hundred and fifty inmates. No more beautiful, healthy, or convenient location for an Institution of this character could have been found in the State. The property was purchased and buildings erected with funds contributed by the citizens of Greene County, and other portions of the State, and was duly conveyed to the State of Ohio in accordance with the requirements of the law. By means of subsequent State appropriations, the number of buildings at the Home has been greatly increased. It now boasts an elegant Administration and Domestic building, twenty Cottages, or family buildings, Church, Schoolhouse, Hospital, Steam Laundry, and other buildings, in all sufficient to accommodate six hundred inmates, and the officers and employes of the Institution. All these handsome and convenient buildings were planned by Captain Levi T. Scofield, of Cleveland, Ohio, the architect and superintendent of the work. The farm has been increased until now it contains 275 acres.

On the removal of the Home to its present location, the plan was adopted of distributing the inmates into families, each family to occupy a separate building, or cottage, and to be presided over by a Matron, or Cottage Manager, who should stand in the place of Mother to the children under

her care. Three cottages had already been erected, which were immediately filled, and the number was afterwards increased to twenty. Each of these cottages was designed to accommodate thirty children, but in some cases it has been found necessary to put one or two more than that number in a cottage. This plan of distribution is thought to be much preferable to the congregate plan adopted by many Institutions of like character.

At this time also the School Department was organized on the graded school plan. It began with four departments, and with the growth of the Institution increased to eleven. The schools are under the general supervision of the Home Superintendent, and are conducted by a Principal and lady assistants, numbering at first five, now ten. Here are all the grades usually found in the town schools of the State, and in addition a department of Telegraphing, conducted by a practical operator, who instructs from thirty to forty pupils daily in this useful branch of business. The whole course of study in the schools is sought to be made as practical as possible, and in the High School especially much attention is paid to Book-keeping, and such other studies as shall be of practical use to the pupils in after life. All inmates of the Home six years of age and over are required to attend school.

The present number enrolled is five hundred and fifty. Since the organization of the School Department there have been employed two Principals, and twenty-six assistant teachers.

Dr. L. D. Griswold, the first Superintendent of the Home after its adoption by the State, was retained in this position four years.

In the spring of 1874, the Ohio Legislature repealed the law of 1870, under which the Home was established, and reorganized under a new law, the Governor appointing a new Board, consisting of five members, of which General Durbin Ward, of Lebanon, Ohio, was elected President, and Jacob Haynes, of Bellebrook, Ohio, Secretary. This Board met May 15th, 1874, and elected Dr. A. E. Jenner, of Crest-

line, Ohio, Superintendent. Dr. Jenner resigned the Superintendency, October 21st, 1874, and one month after that time the Board appointed Hon. W. P. Kerr, of Granville, Ohio, to the position, who is the present Superintendent of the Home.

The State Legislature of 1875 passed an Act authorizing the Board of Managers and Superintendent of the Home to provide some plan by which the inmates could be instructed in some useful trades, and appropriated the sum of \$5,000 for this purpose. In accordance with this provision, during the following summer, shops of various kinds were fitted up and put in charge of competent mechanics. In these shops nearly one hundred children are daily instructed in useful trades. The children in these shops spend a portion of the day in school. Shops for the following substantial trades are now established and in successful operation, namely: Carpentering, Blacksmithing, Tinning, Tailoring, Shoemaking, Printing, Dressmaking, and several others of no less importance.

Since the opening of the Home there have been admitted 1,087 children. Of this number 615 are still inmates. Four have been sent to the Imbecile Asylum at Columbus, Ohio, and nine to the Reform Farm at Lancaster, Ohio. Twenty have died at the Home. Of the remainder, the greater part have been honorably discharged. Some have been removed by their friends, and a few having run away, and not being returned, have dropped from the rolls. The age at which the children are required by law to leave the Home is sixteen.

In all this army of children we find as great a variety of tastes and inclinations, and as large a proportion of minds of brilliant promise, as in the same number of children in our city or town schools. Those who, by the conditions of the law, are early forced into the battle of life, are for the most part fighting their way manfully. Many are already filling positions of trust and responsibility. Some are striving to complete a college course. It is earnestly to be hoped that all may make an honest and useful if not a



brilliant future, and that each may accomplish to the best of his ability the work for which he is peculiarly fitted.

Below we give a list of those who have served on the Board of Managers of the Institution since its adoption by the State.

#### MEMBERS OF THE BOARD UNDER THE LAW OF 1870.

R. P. Buckland, President, Fremont, Ohio; James Barnett, Cleveland, Ohio; J. Warren Keifer, Springfield, Ohio; B. F. Coates, Portsmouth, Ohio; Barnabas Burns, Mansfield, Ohio; M. F. Force, Cincinnati, Ohio; J. S. Jones, Delaware, Ohio; A. Trader, Xenia, Ohio.

*Secretaries of the Board*—H. G. Armstrong, Cincinnati, Ohio; R. P. Findley, Xenia, Ohio.

#### MEMBERS OF THE BOARD UNDER THE LAW OF 1874.

Durbin Ward, President, Lebanon, Ohio; J. W. Keifer, Springfield, Ohio; George Keifer, Troy, Ohio; Oscar White, Toledo, Ohio.

*Secretary*—Jacob Haynes, Bellebrook, Ohio.

## WESTERN OHIO HOSPITAL FOR THE INSANE

DAYTON, OHIO, February 28, 1876.

*To the Hon. C. S. Smart, State Commissioner of Common  
Schools of Ohio.*

DEAR SIR:—In compliance with a request of the State Board of Centennial Managers, I herewith submit to you the following brief history of the “origin, progress and present condition” of this Institution:

The Western Ohio Hospital for the Insane, formerly known as the Southern Ohio Lunatic Asylum, at Dayton, is a Benevolent State Institution, built under an Act passed by the General Assembly, April 30, 1852, “To provide for the erection of two (2) additional Lunatic Asylums in the State of Ohio;” with the necessary appropriation of funds to carry out the same.

The main building, with a wing three (3) stories high, or one section with three (3) wards on either side, was completed and opened for the reception of patients September 1, 1855, with a capacity to accommodate one hundred and sixty (160).

In the spring of 1866, an additional appropriation was made by the State Legislature, and the Board of Trustees directed to enlarge the building by extending the wings two (2) sections on each side, in accordance with the original design.

The work upon the new addition was commenced during the summer of 1866, and was completed in the fall of 1868.

The basement, which extends under the entire building, is built of stone, and the superstructure of brick. The building is well arranged for its purpose, and substantially constructed, with moderate regard for architectural appearance, but no elaborate ornamentation.

The central, or administration building, is four (4) stories high, and the wings are three (3) stories; in all eight hundred (800) feet long, and in a good state of repair.

There are nineteen (19) halls, or wards, nine (9) of which are for males and ten (10) for females, capable of comfortably accommodating five hundred and fifty (550) inmates, and by uncomfortable crowding, as at present a matter of necessity, six hundred (600) can be cared for.

The halls, corridors, sitting-rooms and dormitories are well lighted and ventilated, well and comfortably furnished, according to grade, and are made as pleasant and homelike as can well be.

At present patients are admitted from thirty-two (32) counties, composing the Hospital District, but the number of counties in the District will be reduced to twenty (20) at the completion of the Hospital for the Insane at Columbus.

The location of the institution is well chosen, on the high lands near the city of Dayton, at an altitude of two hundred (200) feet above the Great Miami river, overlooking the city, valley and surrounding country, and is remarkable for its healthfulness and salubrity.

About one hundred and seventy (170) acres are included in the grounds, gardens and farm, and are under a high state of cultivation and adornment, with a bountiful supply of pure water.

The total cost of lands and improvements approximated \$520,000. This—as all similar institutions of the State—is under the charge of a Board of three (3) Trustees, appointed by the Governor of the State, with the advice and consent of the Senate. By the Board of Trustees the institution is put

under the immediate supervision and control of a Medical Superintendent, with a staff of two (2) Assistant Physicians, Steward, Matron and Druggist, all of whom reside in the building. The supervisors, night watches, attendants, nurses and other employes in and about the Hospital, and on the grounds and farm, number about eighty (80) persons.

An idea of the extent and success of the operations and usefulness of the institution can be gained from the following statement, to wit: Since the opening of the Hospital up to the close of the fiscal year, November 15, last—a fraction of time over twenty (20) years—3,818 patients were admitted and treated, of whom 1,892 were males, and 1,926 were females. Of the whole number received 1,835 were discharged as having recovered; 957 of whom were males, and 878 were females. 273 were discharged as having improved; 434 unimproved; 252 were transferred to other hospitals; 428 died, and 600 remained in the Hospital at the close of the year for care and treatment.

The inmates are maintained, and all the expenses of the institution are defrayed by the State, at an annual cost varying but little from \$100,000.

The present officers are as follows:

## BOARD OF TRUSTEES.

A. G. McBurney, Esq., President.....	Lebanon, Ohio.
E. B. Harrison, M. D.....	Napoleon, “
Thomas A. Legler, Secretary.....	Dayton, “

## RESIDENT OFFICERS.

MEDICAL SUPERINTENDENT,

JOHN H. CLARK, M. D.

ASSISTANT PHYSICIANS,

L. R. LANDFEUR, M. D.,

JOHN M. CARR, M. D.

STEWARD,

FREDERICK SCHUTTE.

MATRON,

MRS. E. J. CLARK.

Respectfully yours,

JOHN H. CLARK.



## OHIO GIRLS' INDUSTRIAL HOME.

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This is a State Institution, created by Legislative Act, May 5th, 1869, and sustained by annual appropriations. The necessity for such an institution for girls, that should correspond with one for boys, then in successful operation, had long been felt by the benevolent and considerate, and culminated in the experiment, as it was then considered.

Its object, and the class of girls for which it is designed, are shown in the first section of the law by which it was established: "That there shall be established, on land conveyed to the State of Ohio for that purpose, a school for the instruction, employment, and reformation of exposed, helpless, evil-disposed, and vicious girls." The limit of age is "above the age of seven, and under the age of sixteen years;" the commitment being by the Probate Court of the county where the girl is found.

The limit of detention is till the girl is eighteen years of age; though she may be indentured or discharged at any time previous, by the Trustees, at their discretion.

Soon after the enactment of the law establishing the Home, the Governor, Hon. Rutherford B. Hays, appointed as Trustees, Frederick Merriek and Abraham Thompson, of Delaware; M. D. Leggett, of Zanesville; Clark Waggoner, of Toledo, and Stanley Matthews, of Cincinnati. Initiatory steps were immediately taken by them, on their organization, for the purchase of the specified property, known as the "White Sulphur Springs," situated in Delaware county, on the west bank of the Scioto river, about nine miles southwest of the city of Delaware. The location is retired, but very pleasant and salubrious, having been oc-

cupied for many years as a watering-place. Among the springs on the premises are the White Sulphur, Chalybeate, Saline Chalybeate, and Magnesia. The buildings were of wood, extensive, but not commodious, or adapted to winter use.

The Trustees appointed Dr. John Nichols, of Chardon, (Geauga county, Superintendent, and Mrs. Mary E. Nichols, Matron, for the three years ensuing. The institution was formally opened October 15th, 1869, and the first inmate received the 4th day of November following. The growth from the inception was not rapid, but healthful and satisfactory, and in a little more than three years the Home numbered 153 girls.

At this time (February 24th, 1873,) a disastrous fire destroyed all the buildings occupied upon the premises for their use, and was a serious check upon the progress of the institution, from which it has not fully recovered. Since that time four substantial brick structures have been erected, much better adapted to the purpose designed than their predecessors.

At the opening of the Centennial year there were on the roll, 295; in the Home, 180.

The girls are divided into families of thirty each, and each family under the united care of an Assistant Matron, a teacher, and a housekeeper, where they are thoroughly instructed in domestic economy, needlework, etc. One-half of each day is regularly spent in school, under competent teachers.

The progress of the girls in the different departments of instruction is very encouraging, and the results, as far as attained, quite satisfactory. Full two-thirds of those discharged bid fair for usefulness and respectability.

Some are respectably married, some are in schools fitting themselves for greater usefulness, while many others are earning honorable competency by useful domestic service

in families. In the estimation of those best qualified to judge, the Home has proved an undoubted success.

The Board of Trustees, as now organized, consists of Frederick Merrick, President, Delaware; Abraham Thomson, Secretary, Delaware; M. F. Cowdery, Sandusky; V. D. Stayman, Delaware; J. K. Newcomer, Marion.

*Superintendent*—Dr. John Nichols.

*Matron*—Mrs. Mary E. Nichols.



# OHIO REFORM FARM SCHOOL,

NEAR LANCASTER, O.

In the year 1856, the Legislature of Ohio, in view of the alarming evils of juvenile delinquency, appointed a commission of three gentlemen—consisting of Hon. Charles Remelin, of Cincinnati, Hon. J. A. Foot, of Cleveland, and J. D. Ladd, Esq., of Steubenville, to visit the Reform Schools and Houses of Refuge of the country, and to report a plan for a Reformatory for the State of Ohio. In the performance of this duty, they visited and carefully examined the Houses of Refuge of the different States, and found them all conducted upon the congregate or walled-in system. One of the Commissioners, Hon. C. Remelin, being called to Europe on private business, devoted much time and care in the examination of the Reformatories of Great Britain, also of the Continent. His visits to the colony of Mettray, in France, the Rauhe Haus, in Germany, and Red Hill, in England, caused him to strongly recommend the adoption of the Family System for the Ohio Reformatory. The other members of the commission readily concurred with Mr. Remelin in his views, and a unanimous report was presented to the Legislature in favor of the system, which was at once adopted by that body, and an appropriation of \$15,000 was made, with which the Commissioners were instructed to purchase not less than one thousand acres of land, upon which to establish the school. Addressing themselves earnestly to the work, several localities in different parts of the State, where land was offered, were visited, and after mature deliberation, a tract of 1,170 acres was selected in Fairfield County



and purchased. The Board, in all of their business transactions, had the approval and counsel of Salmon P. Chase, who was then Governor of Ohio.

#### LOCATION AND DESCRIPTION OF THE FARM.

The Ohio Reform Farm School is located upon a farm of 1,170 acres, six miles south of Lancaster, Fairfield County, Ohio, and thirty-six miles southeast of Columbus, Ohio. Lancaster is the nearest railway station to the institution, and is reached by the Muskingum Valley and Hocking Valley Railroads, both of which pass through that city. The Farm is situated on the "Hocking Hills," at an elevation of about 600 feet above the Hocking Valley. The climate at this altitude is delightful and healthful, and the scenery is beautiful. The soil is thin and unproductive, being composed of clay and sand, and underlaid at a depth of from six to eight feet with sand-rock. The timber consists mostly of a small growth of pine, oak and chestnut. About one-fourth of the Farm is sufficiently level to admit of cultivation with the plow—the balance consists of bluffs, slopes and ravines—a portion of which may profitably be converted into vineyards. About 500 acres of the land have been cleared, the balance being covered with a thick growth of underbrush and small timber. The Farm, while not productive as a grain and grass producing farm, is very well adapted to the growth of many kinds of fruit, especially the peach. In consequence of the pure, dry atmosphere, grapes of superior quality can also be produced. The orchards, including the vineyards and small fruits, now cover about two hundred and fifty acres, the remainder of the cleared portion being devoted to gardening, the raising of farm products and pasturage. The peach orchard covers 130 acres of land; the apple orchard, 50 acres; pears and cherries, 15 acres; strawberries and other small fruits, 10 acres; and the vineyards, 45 acres. The fruit plantations are enlarged from year to year. Fruit growing, gardening, and the raising of nursery trees has been found very profitable employment for the

elevation and development of the wayward boys sent to the Institution.

#### BUILDINGS.

The first building for the reception of boys was erected in the fall of 1857, and was made of hewed logs. The following season another log house was built, and two small brick houses that cost about \$2,000 each. A main building, of brick, was also erected the same season, cost about \$6,000. A barn of moderate dimensions, sufficient to meet the wants of the Farm, was also built at a cost of \$2,000. In these plain, simple buildings, the experiment of keeping wayward and criminal boys, without walls, bolts or bars, was inaugurated. The experiment succeeded so well, that confidence in the system was soon inspired throughout the State, and there was a demand for more room. By this time it was deemed expedient to erect more permanent buildings, to meet the future wants of the school, and from that date to the present nothing but substantial brick buildings have been built.

All of the buildings first erected have been removed, to give place to more substantial and convenient structures, which have increased from time to time, as the wants of the school demanded more room, until now the Ohio Reform Farm School village contains one main building, nine family buildings, a chapel building, three shop buildings, three barns, a laundry, two engine houses, an ice house, dry house, wood house, bake house, gas house, and a water tower, together with several outbuildings.

The main building is 161 feet long, with a front projection of 60 feet square, and 40 feet width of wings. There is also a wing in the rear of the building 40 by 90 feet.

The building is three stories above the basement. In the basement are three furnace rooms, a store room and several capacious cellar rooms. On the first floor are the office, reception room, parlor, five dining rooms, pantries, store rooms, halls, etc.

On the second floor are the Acting Commissioner's Fam-

ily rooms, parlor, private office, rooms for Principal, four guest rooms, hospital and tailor shop.

On the third floor are the reading and library rooms, one large store-room, and rooms for teachers and employes.

All the boys and officers of the Institution dine in the main building.

The church building is a fine structure, 91 feet in length by 60 in width, and will comfortably seat 800 boys.

Four of the family buildings are 57 feet in length by 36 in width, with a front projection of 30 by 16 feet, and are three stories above the basement. The basement contains a furnace room, tank room and a large wash room, which is also used as a play room in stormy weather. On the first floor are two rooms for the Elder Brother and his family, and a large school room. The school-room is also used as the boys' sitting room for the family, and for evening and devotional exercises. The second story contains a boys' dormitory, a room for the assistant Elder Brother, a room for the boys' Sunday clothing, and a night closet. The third story is used entirely for dormitory purposes.

The other five family buildings are like the four described, with the exception of being only two stories high above the basement. All of these buildings are plain, but neatly finished and furnished, and make a very pleasant and comfortable home for a family of 50 boys.

The shop buildings are all capacious, the largest being 120 feet long by 40 in width, and two stories high above the basement. The basement makes a large and convenient room for detailing purposes, and is also used as a play room when too stormy for boys to be out of doors. Each of the upper stories is divided into two rooms, with a hall between them. All the shops in this building are heated by steam. The carpenter and blacksmith shops are detached buildings, and answer well the purposes for which they were built.

The water tower is an octagonal structure, of very solid masonry, 56 feet high by 24 feet in diameter. On the top of the tower is an iron tank, with a capacity of 1,000 bar-

rêls, from which distributing pipes conduct the water to the buildings where needed. Connected with the main pipes are fire-plugs, to which hose can be attached in case of fire. The tank is supplied with water from the Artesian well by the aid of a steam engine. The well is 330 feet deep, and produces an abundance of water that cannot be surpassed for purity and softness.

The wash house is at a convenient distance from the water tower, from which needed supplies of water can be drawn. The house is supplied with two of the "Nonpareil" washing machines, from the house of Oakley & Keating, New York City, and a revolving reel for drying the clothes. The machines and reel are worked by steam power. One woman, with a class of six boys, does all the washing and ironing for the Institution, which numbers 550 people.

Each of the two engine houses contains an engine, one of 40-horse power, the other of 25-horse power. The smaller engine is held in reserve for temporary power, in case of accident to the larger engine. These engines furnish the power for the hame and brush shops, the pump of the Artesian well, the laundry machinery, and for the saw-mill. From the saw-mill much of the lumber is obtained for fencing and needed repairs upon the Farm.

The bake house is a detached building, in which four barrels of flour are daily converted into most excellent bread. The work is performed by a baker, with the assistance of three boys. A Kennedy revolving oven is soon to take the place of the oven now in use, which will greatly increase the present facilities of bread making.

All the buildings are lighted with gas, manufactured at the works belonging to the Institution.

The buildings are heated mostly by hot-air furnaces and open grate fires. The large shop building is heated by steam.

The cost to the State, for the erection of all the buildings, is but a little over \$200,000. The buildings are located near the southern line of the farm, and, including yards,

lawns and play grounds, occupy twenty acres of ground. The lawns are tastefully laid out and ornamented with ever-greens, shrubs and flowers.

#### MANAGEMENT.

The general management of the Institution is vested in a Board of three Commissioners, one of whom is designated as Acting Commissioner, and is required by law to reside upon the Farm. All of the Commissioners hold their office for the term of three years, receiving their appointment from the Governor, and confirmed by the Senate.

Of the first Board appointed, in 1857, Hon. Charles Remelin was designated as Acting Commissioner. Upon his resignation, in January, 1859, George E. Howe, Esq., of Painesville, was appointed to fill the vacancy, and at once moved to the Institution with his family, where he still resides. There have been no changes in the Board since the organization of the School, except in cases of resignation—the members having been reappointed regularly at the expiration of their term of office.

In 1866, James D. Ladd, Esq., resigned, and the place was filled by the appointment of Rev. B. W. Chidlaw, of Cincinnati. In April, 1875, Hon. J. A. Foot resigned, and Hon. J. M. Pugh, of Columbus, was appointed to the vacancy.

The Acting Commissioner acts under instructions from the Board, and has the general supervision of the Farm and School. Monthly meetings of the Board are held, at which times all the vouchers for moneys expended during the previous month are examined and passed upon. The books are also carefully examined each month, to see that all accounts are properly registered, journalized and posted, after which an inspection of the monthly balance sheet is made. The history of such examination is then written out in the Record Book, kept for that purpose, and signed by the Board. Great care and economy have signalized the action of the Board from the earliest history of the School, and the frequent accountability of those that distribute the funds, keeps the Board at all times familiar with all business



transactions connected with the Institution. All matters pertaining to the general welfare of the School are discussed at these monthly meetings, and acted upon when such action is necessary. All subordinate officers and employes are appointed by the Board. Vacancies are temporarily filled by the Acting Commissioner, when they occur between regular meetings.

The local officers at present are Mrs. F. M. Howe, Matron; J. F. Buck and wife, in charge of the Hocking Family; J. A. Smith and wife, in charge of Muskingum Family; J. G. Randall and wife, in charge of Union Family; C. D. Smith and wife, in charge of Cuyahoga Family; C. C. Howe, in charge of Scioto Family; I. A. Shellenberger and wife, in charge of Huron Family; S. B. Loockwood and wife, in charge of Miami Family; John Gallagher and wife, in charge of Erie Family; J. C. Smith and wife, in charge of Maumee Family. H. C. Frank acts as Superintendent of all work, and Mrs. Susan M. Frank, as Assistant Matron of the Institution.

A family consists of from fifty to sixty boys. The chief officer of the family is called Elder Brother, and the boys address him as Brother. The Elder Brothers are required to teach half of the day, and go to the field with classes the other half. The wife, also, of the Brother is expected to teach, also to have a general oversight and care of the building. The families all have separate play grounds, sit at their own tables, and have their own section of seats in the chapel. All of the families are alike subject to certain general regulations of the Institution, but each is distinct and independent of the other, and the families are really in many respects like so many separate institutions.

#### INSTRUCTION.

The boys labor one-half of each day, and the other half is spent in school. The industrial training of the inmates is so conducted as to teach them habits of industry and a love for labor, and especially are they taught the importance of

becoming self-sustaining, and of being producers in the communities to which they go after leaving the Institution. If a boy shows tact for any particular kind of labor, an effort is made to place him where his genius most naturally leads him. There is such a great diversity of employments in the Institution, that labor can generally be found adapted to the capacity and desires of every boy sent to it.

The Farm furnishes a great variety of healthful and pleasant out-of-door employment. A garden of fifteen acres employs a force of about twenty boys. The cultivation of farm products, such as corn, potatoes, etc., requires a force, in the summer season, of about twenty-five boys. A force of fifteen boys is constantly employed in chopping fire wood and in clearing the forest.

The fruit force is generally large. Caring for 250 acres of orcharding, including vineyards and small fruits, furnishes important labor for a large number of boys. The care of fourteen horses, sixteen cows, and sixty hogs, also calls for a small detail of boys.

Mechanical pursuits have latterly been quite extensively introduced.

Shoemaking and tailoring are carried on sufficiently to manufacture the shoes and clothing for the Institution. There is a blacksmith shop in which all of the Institution work is done, also some work for the neighbors. A carpenter is employed by the year, who, with the help of three or four boys, keeps up the repairs of the Institution. A brush shop has been established, in which 20 boys are employed. The brush business promises a fair compensation for the labor of the boys, and is a trade easily learned by them. The manufacture of hames has also been introduced. Twenty-five boys work in this shop, and are turning out about \$400 worth of hames each week. It has been demonstrated that the labor of the boys is well adapted to the manufacture of hames, and at no very distant period, no doubt, a much larger class will be employed in this shop. There is also a shop in which from fifty to seventy

boys are employed at cane-seating chairs. Latterly this shop has been closed a portion of the time for want of work.

Many of the discharged boys are earning an honest living by pursuing the trades they learned at the Institution, and a large number are successful farmers, gardeners, and fruit-growers in different parts of the country, having acquired a taste for these employments while at the Reform School.

#### SCHOOLS.

The boys are classified according to their scholarship, and the grades are taught by the best teachers that can be procured. The school for each grade continues through the half day, which gives a session of from four and a half to five hours in length. The school rooms are neatly kept and furnished, and the text books are of the most approved kinds. Any boy that has capacity and will study, has the opportunity of obtaining a first-class common school education. Several of the boys, after leaving the Institution, have entered college, and graduated from the same with honors. About one-third of the boys, when received at the Institution, can neither read nor write. The Board of Commissioners have always felt it an imperative duty to the Commonwealth to provide amply and wisely for the intellectual culture of these children of misfortune.

#### MORAL AND RELIGIOUS INSTRUCTION.

Experience has proved that the discipline of the Institution is perfectly reliable in suppressing all present and apparent evil that seems to exist in the mind of any boy, but to eradicate it from the heart, and to implant the principles of a new and better life, requires the divine agency of truth and love. Recognizing their moral and spiritual necessities, and that the only avenue to reach the heart is through the understanding, they are taught the simple lessons of revealed religion that underlie a useful life and blessed immortality. The Bible is the book of moral and religious instruction used. The boys are provided with

this divine text-book, and encouraged to search the Scriptures as the only rule of faith and duty, and to gather from its sacred pages what they are to believe and to practice to secure the favor of God and the approbation of their own consciences. Without doubt a large number of the boys sincerely and honestly accept the opportunity afforded for moral and religious culture, while some remain indifferent and unimpressed. Good tidings may be expected from the first class, while failure in the struggle of life may naturally be expected from the other.

In the work of moral and religious education, the Sabbath School is found a reliable and efficient agency. The boys appear to love the school and its exercises, and it affords them pleasure to attend. The "International Lessons" are used in the School. The leaves are distributed among the boys, who, during the week, commit the Scripture text to memory. On Sunday morning they all meet in the Chapel, and, after the opening service, responsive readings of Scripture, singing, and prayer, they recite the lesson from memory, and are examined on its teachings. On Sunday afternoon divine worship is held in the Chapel, conducted by the ministers of the different churches at Lancaster. All Christian ministers or laymen interested in the work, are cordially welcomed, and enjoy equal privileges.

The meetings on Sunday evening are frequently conducted by the officers and boys of the Institution conjointly. These meetings are of great interest, and much good has resulted from them.

There is a good library and reading-room connected with the School, to which any boy by good conduct may have access. There is also a circulating library for general distribution.

A brass band is well sustained among the boys, the teacher and leader being an officer of the Institution.

#### DAILY ROUTINE.

In this, as far as is practicable, order, promptness, and variety are combined, so as to avoid weariness and indifference. From April to October the boys rise at 5:30 o'clock in the morning, and during the remainder of the year at 6 o'clock and retire at half past eight. Immediately after rising the boys pass to the basement, where they enjoy a good wash in pure soft water: from thence they pass to the school-room, where the Elder Brother reads a chapter from the Bible and leads in prayer: after which, upon the ringing of the second bell, all pass to their respective dining rooms in the main building for breakfast. Properly seated at the tables, before partaking of the meal, all unite in asking the Divine blessing upon their food, and returning thanks for mercies received. After the meal, they pass in order to a large basement room, where they are detailed for their respective duties for the forenoon, half going to school, and the other half to labor in the shops, fields, orchards, and gardens.

At 11:30 A. M. the schools are dismissed, and the working forces relieved. After washing and a short time for rest and recreation, the bell invites them to their noon meal. At one o'clock the line is again formed in the basement, and they are detailed for afternoon duty, reversing the order of the morning, so that each class works and attends school half of the day. At 5 P. M. all work and study are closed for the day, and the boys go upon the play-grounds for recreation.

After supper the boys are called in to their respective family buildings, their own home, where an hour is spent in a moral review. Each boy, in the presence of his comrades and officers, renders an account of his conduct during the day. His honesty, candor, and truthfulness are put to the test. The wrong, if committed, is acknowledged, his case settled, and a record made upon the grade-book of the family. This is an hour of much interest and profit, and generally very pleasantly spent. After singing, reading of



the Scripture, and prayer, they retire. At their bedside they are allowed a few minutes for a voluntary service, when they simultaneously kneel and offer a prayer. After which they greet each other with a cheerful "good night," enter their comfortable beds to enjoy refreshing sleep till the next morning's light appears.

An effort is made at all times to make the boys happy and contented. They are supplied with plenty of good, wholesome food, suitable clothing, and comfortable beds. They are taught habits of cleanliness, a proper care of their clothing, and a high regard for propriety and decorum in all their conduct and social intercourse with each other. They are given ample time for recreation, and no class of boys can be found that gives a higher degree of manifest appreciation for such privileges. All prison appliances are removed, and the boys are trusted. No high walls, bolts or bars are used to restrain them or prevent them from escaping. By kind treatment and judicious management at least three-fourths of them can at all times be trusted to go to any part of the farm, or even to Lancaster, six miles away, on business, without supervision, and without any danger of their escaping. In their government and management, the necessity of law, authority, and penalty is fully recognized. The boys are taught and made to understand that obedience and duty faithfully performed have their sure and appropriate rewards, and that transgression has its inevitable penalty.

The punishments consist in personal admonition and reproof, loss of grade, deprivation of some personal and cherished comfort, and sometimes, when other means fail, the rod of correction is employed, but with great discretion. The principles of reform developed and applied in the Family system, strike with a firm and loving power at the very root of evil as found in the heart and life of a wayward boy, and supplies all the means and motives of his reformation.

The first ten boys were received at the Institution from the Cincinnati House of Refuge, January 30, 1858. Since

that date to March 1, 1876, 2,270 different boys have been admitted. The number discharged to the same date was 1,766, leaving 504 in the Institution. The number admitted to the School during the last fiscal year was 214. The number discharged was 209. Of those discharged 97 returned to their parents, 59 were sent to the care of friends, 43 to the care of themselves, 9 hired out for wages, and one died. Of those admitted, 94 were of American parentage, 5 English, 38 Irish, 32 German, 1 Italian, 17 American (colored), and 27 unknown. Fifteen were sent for grand larceny, 65 for petit larceny, 15 for burglary, 2 for house breaking, 46 for petit larceny and incorrigibility, 1 for arson, 3 for assault with intent to rape, 10 for vagrancy, 47 for incorrigibility, 1 for manslaughter, 1 from the Penitentiary, 3 for horse stealing, 2 for cutting with intent to wound, 2 for obtaining property under false pretenses, and 1 for obstructing railroad track. The average time of detention of boys at the School is a little more than twenty-three months.

The Ohio Reform Farm School was the first Reformatory established in this country upon the Family plan. It was established as an experiment, and notwithstanding its conception originated in the minds of some of the most talented and philanthropic citizens and statesmen of the State, still the great majority regarded it as a very dangerous experiment, and it was looked upon as a visionary scheme that would soon explode and disappear. But its history and results are the proof of its success.

Founded upon the right basis, and under a continuous management for eighteen years, with economy in expenditures, efficiency of administration, and the reformation of such a large percentage of its inmates, are its credentials to public confidence and support.

The Institution has clearly demonstrated that kindness and love will do more to soften and reclaim the obdurate heart than prison walls, bolts or bars. The success of the School has been such that its influence has caused a modification of the discipline and management of many of the Reformatories of the land.



## HISTORY OF THE OHIO PENITENTIARY.

The first Penitentiary building was erected in 1813. It was built of brick, 60 by 30 feet on the ground, and three stories high. The basement was divided into a kitchen and dining room for the prisoners. The next story above the kitchen was the keeper's residence, and the third or upper story was laid off into cells for prisoners. There were thirteen cells in all, four dark ones and nine light ones. The entrance to the cells or upper story was from the inside of the yard. Such is a brief description of the original Penitentiary building as it existed from 1813 to 1818, when a new Penitentiary (as it was then called), was built, and the yard enlarged to about 400 feet east and west by 160 feet north and south, the ground covered by buildings included. The yard was divided into three parts, called the upper, middle and lower yard. The workshops were principally arranged along the south side of the upper yard, some cooper and blacksmith shops in the middle yard, there being no shops in the lower yard. The new prison house was of brick, 150 feet long, 34 feet wide, two stories high, with the east gable front to the street, and joined to the original building. The accommodations consisted of two adjoining rooms on the second floor for hospital purposes, and fifty-four cells or lodging rooms above ground, and five dark, solitary cells below ground, accessible only by a trap door opening up into the hall. The old original building, after being remodeled, served as a comfortable residence for the keeper.

The trades carried on by the convicts were coopering, blacksmithing, shoemaking, wagon making, gunsmithing, cabinet making, tailoring and weaving. The articles

thus manufactured were stored in a room connected with the institution, and sold or exchanged for provisions or raw materials, such as staves, sawed lumber, hoop poles, coal and firewood.

The first convict was John Evans, sent from Pickaway County, for five years, for assault and battery with intent to kill. He was received October 8, 1815, and is marked No. 1 on the Convict Register. He, with his brother David, who was received the same time, was pardoned by the Governor, January 26, 1817. The total number received from October 8, 1815, to July 3, 1834, was 931; this was up to the time the new prison was occupied.

The Legislature on the 11th of February, 1832, passed an act providing for the erection of a new Penitentiary. Three Directors were appointed for the purpose of selecting and procuring a site, and controlling the erection of the buildings. They were to receive a salary of \$100 per year for their services, and were required to appoint a Superintendent, who should direct and oversee the work. The manual labor was to be performed by convicts; the stone taken from quarries owned by the State, only paying for guards and transportation. This building was completed on the 27th of October, 1834, and on the day following, the convicts from the old prison were removed to the new, where they were subjected to strict discipline and severe punishments. The store room was abolished, and the convicts hired by the day on large contracts, the shops to be furnished by the State, the tools, materials and transportation by the contractors.

Within a few years the rules of the prison have been giving way to more kind and humane treatment. Before this the punishments consisted of "the cat" or whipping post, shower bath, underground dungeons, &c. These punishments were abandoned, and there were substituted solitary confinement for first and slight offenses, the ring for the repetition of the same, and the last, together with short rations and a plunge bath, for frequent and serious offenders. The lockstep formerly used was slightly



altered a few years since, the convicts being directed to take their hand from the shoulder of the man preceding them ; but it was not until very recently that the convicts were ordered to march in military order. What was then called a "gang" is now termed a company, and the marching to meals and to the cells is a spectacle all seem anxious to observe.

There are now twenty-eight acres of land and forty-four shops, employing one thousand men on contracts. The lowest price paid for convict labor is seventy cents per day : this amounts to about \$16,600 per month as wages accruing to the State, or about the same as the receipts for the year in 1836.

The cells are three feet five inches wide, six feet nine inches high, and seven feet long, containing about 161 cubic feet of air. They are entirely without ventilation, except through a grated door opening into the hall, ten feet from the outer walls. The ventilation of this hall is through grated windows, and it is to be hoped, for the benefit of the lungs of both guards and prisoners, this state of affairs will soon be remedied.

The hospital is situated in what was formerly the chapel. It is on the third floor, entirely above the walls, windows cut down to the floor, so the ventilation is as good as it can be until a regular system is discovered. The beds are neat and clean, dispensing chemists careful in attending to their duties. A regular physician is employed, and, withal, the health of the inmates is made an object of special attention.

Although we can never hope, if we include the costs of prosecution, to make the institution self supporting. Still, outside of this item of expense, the receipts of the prison are not only equal to the expenses, but return a large dividend to the Treasury. And in regard to the costs of prosecution, if we include the rise in value of land belonging to the State and State work done by convicts, there is no doubt the net income would largely exceed even this expense. The first land purchased for the

erection of the prison, cost the State \$50 per acre. It is now worth, for manufacturing purposes, \$5,000 per acre, showing an increase of 247 per cent. per annum on the investment. During the fiscal year ending November 30, 1836, there were nine shops, working about 130 men; the receipts for the year amounted to \$17,500. November, 1875, there were forty-four shops, employing one thousand men, and the receipts were \$16,600 per month, almost as much in one month as for a year forty years ago. The cash earnings for the year 1875-76 will not be less than \$215,500, with an annual running expense of \$145,900, and the net cash receipts \$69,600.

Forty years ago the manufacturing interests were confined to stone cutting, coopering, tailoring, stone breaking, blacksmithing, webbing, making saddle trees, shoes and soap. Now the products of industry are buckles, harness, hames, saddlery hardware, wire, brushes, chairs, infants' carriages, buggy and wagon bodies, wheels, shafts, spokes, hubs, rakes, forks, hoes, snaths, grain cradles, barrels, carpenter's tools of all kinds, stoves and furniture, car wheels, plating, blacksmithing, wagon and carriage bolts, wagon skeins, &c. Lately there has been erected a shop of brick, two stories high, which is occupied by Brooks & Patton, for the purpose of manufacturing enamel hollowware, the only factory of the kind in the State of Ohio. They employ 120 men, and their monthly pay-sheet to the State averages about \$3,000.

There is also connected with the institution a gas manufactory, erected in 1873, which is sufficient to supply the Penitentiary, State House, Deaf and Dumb and Blind Asylums with light. The gas thus manufactured costs the State about 64 cents per thousand feet, including labor and salary of officers.

The Chapel, used for divine service, speeches on holidays, Sabbath School and Christian Association Room, is large enough to comfortably seat 1,800 persons. It is a brick structure, well built, the floor well laid, containing 9,000 square feet, a gallery for the female prisoners, and seats

for male convicts and place for visitors on main floor. Near the rostrum on one side are seats for the choir and space for the organ ; on the other, seats for particular friends and the families of the officers. The rostrum itself has seats for the Warden, Deputy Warden, Chaplain, and any ministers who may be present. It is well carpeted, and, taken together with the frosted windows, adds much to the general appearance of the room. The services on Sabbath consist of Christian Association or prayer meeting at 8 o'clock A. M.; Sabbath school at 9:30, consisting of 600 scholars ; church at 11 A. M., which all attend but those whose conscience forbid—about fifteen or twenty in number. At 8 A. M. high mass is held in a room over the offices of the Chaplain and Deputy Warden. About one hundred attend this service. On the first floor, between the Deputy's office and Chapel is a printing office, where bill heads, labels, and all such little job printing for the institution is done by convicts. Directly opposite, between the Chaplain's office and Chapel is the Library, containing 2,500 volumes, consisting of novels by standard authors, together with a liberal supply of histories, books of travel, magazines, readers, bibles and a few slates. The prisoners are also allowed to subscribe for any paper, religious, local or political, for which they are willing to pay from their private funds ; also, to receive any reputable papers sent them by their friends.

The men work from 6 o'clock A. M. to 6 o'clock P. M. in the summer, and from 7:30 A. M. to 4:30 P. M. in the winter. They can then read till 9 P. M., which gives an average of three hours reading time. Thus men who, when they came in, were not at all posted in the literature of the age, become, in two or three years' time, really well read men, both as to works of fiction and the more solid productions.

There is also connected with the institution a slaughter house, where the butchering for the inmates is done by butchers who are prisoners. The meats of all kinds used are bought on foot, and the slaughtering is done inside of

the walls. Thus the authorities are brought in contact with stock raisers instead of the butchers about the city.

The flour and corn meal used are ground in the State mill inside the prison wall, by prison labor which would not otherwise be used. The men thus grind their own wheat and bake their own bread. The same engine which is used for the steam power in the mill is used to propel the washing machines. The store room used for packing eatables until wanted is directly back of the kitchen and near the mill.

A lunatic asylum, containing about twenty subjects, is between the mill and the store room. The park inside the walls is covered with fresh green grass, and contains a bed of flowers directly in front of the Chapel. This gives a cheerful appearance to the premises not otherwise to be gained, and has also a beneficial effect on the spirits of the men there confined.

The health of the inmates has averaged well everything considered. The cholera broke out in the prison in 1849 and in 1873, but it prevailed in the city at the same time, and it was not remarkable that it should overleap the walls. Only thirteen deaths occurred in 1875, out of 1,257 men.

As to the reformatory powers of the institution, the police of the city do not give a very favorable account. But the public should bear in mind that of those who go out and lead a uniform consistent life nothing is heard, while those whose first free act is getting drunk and all the misdemeanors which follow, have their names duly published as appearing before the Mayor's Court, and thereby become the subject of comment by all those who argue that a man's character never changes. The proportion of these last are about one-third of the whole number discharged. This, taken together with the self-sustaining powers of the Penitentiary, as heretofore shown, argues well for what our reformatory institutions

might become by judicious selection of officers and guards.

There is, however, a class of "professionals," so-called, who never have done a day's honest work in their lives, and who live by burglary, horse theft or forgery, who might as well—and, indeed, as soon as found positively to belong to this class, much better—be sent to prison for life. These, when caught, say: "Well, we are beaten this time, but we'll get ahead of you yet;" thus showing themselves willing to divide their time between a life of crime outside and one of penalty inside of some penal institution.

Although "ignorance of the law excuses no man," when justice is untempered with mercy, still some who commit criminal offenses not knowing them to be such, are fit subjects for the mercy of the Executive, and demand our sympathy. Some, by their uniform good behavior, have gained, almost against their own wills, the respect of their guards, just as they will and do gain the respect of just men outside, after they have shown themselves determined to curb their evil propensities.





# CINCINNATI ORHPAN ASYLUM,

MT. AUBURN, CINCINNATI, O.

Incorporated in 1832 Under the Laws of Ohio—General Management of the Institution under a Board of Lady Managers—Management of Endowment Fund under a Board of Trustees—Institution Protestant, but not Sectarian.

## MANAGERS.

Mrs. Catharine Bates, Walnut Hills ; Mrs. John D. Jones, Glendale ; Mrs. Eliza J. Funk, 94 West Eighth Street ; Mrs. Henry Probasco, Clifton ; Mrs. Aaron F. Perry, Mt. Auburn ; Mrs. S. M. Hinsdale, 394 West Seventh Street ; Mrs. John Davis, 323 Elm Street ; Mrs. S. J. Broadwell, 66 Lawrence Street ; Mrs. A. D. Bullock, Mt. Auburn ; Mrs. J. H. Cheever, Mt. Auburn ; Mrs. G. H. Barbour, 90 East Fourth Street ; Mrs. John R. Wright, Walnut Hills ; Mrs. A. S. Winslow, Cor. Broadway and Fourth ; Mrs. William Judkins, Corner Race and Center Streets ; Mrs. M. F. Force, 89 West Eighth Street ; Mrs. L. E. Yorke, Clifton ; Mrs. C. T. H. Stille, 85 Broadway ; Miss Janet C. Brown, 133 West Seventh Street.

## OFFICERS.

*President*—Mrs. Catharine Bates.

*Vice-President*—Mrs. Aaron F. Perry.

*Recording Secretary*—Mrs. J. R. Wright.

*Corresponding Secretary*—Mrs. A. D. Bullock.

*Treasurer*—Mrs. C. T. H. Stille.

#### COMMITTEES.

*Admitting*—Mrs. Cheever, Mrs. Judkins, Mrs. Broadwell, Mrs. Hinsdale.

*Binding*—Mrs. Bates, Mrs. Funk, Mrs. Davis, Mrs. Force.

*Purchasing*—Mrs. Jones, Mrs. Bullock.

*Auditing*—Mrs. Bullock, Mrs. Barbour.

*School*—Mrs. Perry, Mrs. Probasco.

*Sewing*—Mrs. Cheever, Mrs. Bullock.

*Housekeeping*—Mrs. Hinsdale, Mrs. Barbour, Mrs. Broadwell.

*Infirmary and Nursery*—Mrs. Probasco, Mrs. Wright, Miss Brown.

*Visiting*—Mrs. Davis, Mrs. Funk, Mrs. Stille.

*Matron*—Mrs. A. J. C. Wilson.

#### TRUSTEES.

Robert Buchanan, Clifton ; Henry Probasco, Clifton ; Richard Smith, Clifton ; George W. McAlpine, Clifton ; George W. Jones, Cincinnati : Samuel J. Broadwell, Cincinnati ; John R. Wright, Walnut Hills.

#### ORIGIN AND HISTORY.

The origin and history of this Institution, the oldest organized charity in Ohio, and perhaps in the West, cannot be better presented, than by giving the recollections of the venerable President of the Board of Managers (who has been continuously a member of the Board since its organization, and is now in her seventy-ninth year), as stated by her on the occasion of the forty-second anniversary of the Institution, June 6, 1875, as follows :

My friends, we bring you to-day our usual annual report, but intend, rather, giving a brief sketch of the origin and history of this Institution.

The disastrous flood of 1831, and the cholera that followed in 1832, caused much suffering among the poor ; and many hearts and homes were made desolate, and many children left entire orphans. Among the first to respond to the calls for

relief was a Masonic Lodge—(and we believe *that* fraternity are always ready for every good word and work). They placed in the hands of the Lady Managers of the Bible Society a sum of money, knowing that, in their distribution of the Bible through the city, they could best ascertain who needed relief. After ministering to the wants of all who came in their way, the sum of eight dollars remained ; and the question arose, How shall this be appropriated? One of the ladies suggested that they seek divine direction. They knelt in prayer, and the indications were that a home should be provided for the orphan and the destitute. Thus you see that our Asylum was founded in faith and prayer, and with the princely sum of *eight dollars*.

On the 2d of May, 1833, a meeting of citizens was held at the First Presbyterian Church. It was well attended, the subject was discussed, and the result was the election of twelve ladies, who should carry out the wishes and intentions of the philanthropic and the benevolent of our city and vicinity. On the same afternoon the Society was organized in the parlor of Mrs. Philip Young. The original Board of Managers, as elected at this meeting, were: Mrs. Jephtha D. Garrard, Mrs. S. W. Davies, Mrs. Edward King (now Mrs. Peter), Mrs. Gen. Mansfield, Mrs. Ezekiel Hall, Mrs. Louisa Staughton, Mrs. Jonathan Bates, Mrs. Philip Young, Mrs. Dr. Moorehead, Mrs. G. R. Gilmore, Mrs. H. Todd and Mrs. Jacob Burnet, four of whom are now living, but only one remaining in the present Board.

Charles Hammond obtained a charter from the Legislature, but with the *proviso* that we should take *pauper* children, receiving a small compensation from the Township Trustees for their support. A portion of the auction funds was also granted us, and subscriptions were received. We accepted the conditions, and on the 6th of June, *forty three* years ago, entered upon our work by assuming the care of twenty-five dirty, ragged children at the Pest House, which, with six acres of ground, was donated to us by Jephtha D. Garrard, and by the city. The home of these children had been the Commercial Hospital, where the insane, the sick, and many of a depraved

character were congregated. At the suggestion of the late Dr. Fore, then physician of the hospital, they were removed to this place.

We can scarcely describe the location, so great have been the changes. It was near Mill Creek bottom; a green, stagnant pond near by; there was no road leading to it; riding was dangerous, and carriages few; there was no pavement; here and there was a rail fence, and by placing our hands on the top rail, and our feet on the lower one, to avoid the mud, we got along the best way we could.

After a year or two, feeling that the location was unhealthy, we exchanged our six acres (which included a burial-place for the poor), for a lot on Elm Street, known as potter's field, where Exposition Hall now stands, and which is destined to become the site of the magnificent Music Hall, toward which Mr. Springer has made so grand a donation.

Our next step was to erect a building. We had *no money*; not a cent for that purpose; so we resolved ourselves into a committee of the whole, and the city was canvassed. We visited manufactories, workshops, stores and dwellings, and we met with a ready response—save in one instance, a wealthy woman refused, and in no ladylike manner. One poor woman gave six and a fourth cents; and various sums were given, some as high as one hundred dollars—some even larger. Building material was also given, and one man gave a wheelbarrow, which was very useful.

In 1836 our building was completed, and we felt very grand. We had hard work to get along, but our children, sometimes two hundred in number, never lacked bread. One very cold morning we visited the Asylum, and learned that there was not money enough in the treasury to buy the children a dinner. At that moment a letter was handed us, addressed to Mrs. Burnet, containing a twenty-dollar note. We never knew the giver, but it came in answer to prayer.

In 1840 the auction funds were withdrawn, and when the City Infirmary was established, the Township Trustees took from us the small pittance that had been allowed, *but they did not take the children.* (I would say here that the impression



has been given that we received *aid from the city*. It is not so; although nearly all the children we take belong to the city.)

We had to depend on subscriptions, donations, contributions, fairs, festivals, etc. We struggled along in this way for some time, until, finding we could no longer sustain the Institution, we reluctantly decided to dispose of our property, in order to enlarge our income.

In January, 1858, our Trustees, Wm. Crossman, John D. Jones, and Robert Buchanan, effected an arrangement with the City Council to purchase our property for one hundred and fifty thousand dollars.

The cost of the ground and improvements here at Mt. Auburn was about fifty thousand dollars; the hundred thousand was invested in city bonds at six per cent. interest. We receive also about two thousand a year interest from legacies, bequests, and other sources, but this has not been sufficient for our support. Some years our expenditures have been twelve thousand dollars, other years not so much; but kind friends have ever responded to our calls, and the deficiency has been made up.

From small beginnings the Lord has led us on, even forty years and more, and we are here to-day to praise Him for all His goodness unto us; and we thank you, dear friends, for so generously aiding us in carrying on this noble work. May the Blessed One who has said, "*Inasmuch as you have done it unto the least of one of these, ye have done it unto me,*" richly reward you for all the benefactions you have bestowed.

We present you not to-day, twenty-five unwashed, poorly-clad children, but nearly one hundred healthy, happy, well-clothed, and well-fed children, who share in common with the sons and daughters of their benefactors, in all the advantages of our common schools.

The Board of Managers, composed of eighteen ladies, is divided into standing and weekly committees.

To the Admitting Committee applications are made for the admission of children to the Asylum. It is their duty to satisfy themselves that the candidates are proper subjects for ad-

mission, and when found to be so, to authorize their reception.

The Binding Committee is charged with the duty of investigating applications for children, and report upon them to the Board. No child is given out without the sanction and authority of this Committee.

The Purchasing Committee make all purchases of clothing and supplies for the Institution, except the daily marketing. Their bills are presented at the regular monthly meeting for approval and payment.

The Auditing Committee audit all books and bills of the Treasurer, Purchasing Committee, and Matron, once in three months.

It is the duty of the School Committee to know that every child, not younger than six years, is regularly in school when not sick ; that lessons which should be learned at home are studied under proper supervision ; to have personal cognizance, by frequent visits to the school, of the standing and progress of the children, and to supply them with books and stationery.

The Sewing Committee are expected to have knowledge of all material for clothing purchased, of its being properly and economically cut out and well made, and for the employment of a seamstress.

The Committee on Housekeeping shall have a general supervision of the manner in which the housekeeping is carried on ; of the supplies brought into the house, and the disposition made of them. The weekly Visiting Committee will report any want of care on the part of servants and attendants, or any noticeable defect of housekeeping, to this Committee, who will report it to the Matron.

The Committee on the Infirmary and Nursery will have an active supervision over the children in Nursery and Infirmary. They shall see that they are well clothed, well fed, amused and occupied in a manner suited to their age. The cleanliness of these rooms shall be particularly looked after, and suitable attendance insisted on ; and the sick shall be provided by them with such varieties of food, and such delicacies and care as their condition may require.

In addition to these standing committees there are regular weekly committees of three ladies each, who, separately and together, visit the Institution during their week, and report in writing to the monthly meeting of the general condition of things during each particular week.

There is also a committee whose special duty it is, in co-operation with the Binding Committee, to inform themselves whether those who apply for children are suitable persons to take charge of them ; and also to keep up some knowledge of the children after they are placed out, both by correspondence and, when practicable, by visiting them.

By unceasing and diligent application of these means, the ladies in charge of the Asylum endeavor to fulfil the wishes of its friends, and to assure a prudent use of its means. Their duties are only not burdensome because of the interest felt in them. There may be no need to say, but it is nevertheless proper to say, that the office of Manager is neither a nominal nor idle one, nor is it free from fatigues and anxieties.

It has been sometimes said that the average expense of supporting children in this Asylum has not been reduced to the lowest possible limit. The lady Managers are happy to say that the average expense per child has never been, and they trust will never be, reduced to the lowest possible sum. The object is to avoid useless expense, and to guard against careless or wasteful use of means. In this they believe they have been reasonably successful. But the children entrusted to them, however unfortunate now, are not assumed to have been sentenced to a state of pauperism. It is not forgotten that they have their chances of future usefulness and respectability. The Managers would not do justice to themselves, nor to those who give their means to support the Institution, if they should do or permit anything to diminish these chances, or should fail to do anything in their power to encourage them to self-respecting and hopeful habits.

A public Institution of this kind is at best a poor substitute for a home. It must be a poor home indeed which is not better than an Orphan Asylum. We make no pretense nor affectation of doing for them what all sensible persons know

cannot be done. The special affections, so dear to childhood, cannot be given here. We can only make up for their absence by general care for physical comfort, and general kindness of bearing, so as not to shut out from the children the idea of regard.

Nor do we make extreme haste to place them out in families. It is easy for families who want an unpaid servant to talk of adopting a child, and treating it as their own, and to do this without much consciousness at the time how unreal the idea is. The Managers are well aware that in most cases, the relation thus formed is, on the part of the child, a relation of servitude and dependence. We do not conceal from ourselves, nor disguise from the patrons of the Institution, that this is what is to be looked for as the general result of placing children out in families.

It is a hard relation for a child, but in many cases it is the best that can reasonably be done. We endeavor to do it, not without care, and assuredly not without solicitude. Sometimes when the relation has proved itself especially unpleasant to children, it is a satisfaction to the Managers to know that they look back to the Asylum with gratitude and affection for the kindness they had there. In several instances, children thus situated have escaped, and come back to us alone, and unannounced, saying they had "come home." We prefer they should leave us with this feeling, and if necessary, return to us with it.

An increase of our means would enable us to increase the number of children, and thus diminish the average cost of support. It may be that by some perfect system some small economies may be effected. But it should be understood, once for all, that we do not intend to try any experiment to see how small an expenditure may be sufficient to keep the children alive.

Good homes are sought for orphan children, but to place them in homes is not a controlling idea. In fact, a considerable portion of the children who enter the Asylum have one or both parents, who, in many cases, retain the parental hold

upon them, not always without benefit to the children, and we could not, if we would, place them out in families.

To make the Institution valuable to the children received in it, to obliterate, as far as may be, the shadows and stains with which misfortune has darkened their young existence, by surrounding them with the life-giving influence of comfort and kindness, of education and happiness—to secure to each one, in some measure, the possibility of virtue, are leading aims in its management.

The Managers make no appeal to the parsimonious side of human nature, by showing how little we can do for children and still call the Institution an Asylum. We appeal to the children themselves as our witnesses. As they pass out from us, arrive at maturity, and become a part of society at large, let them testify. To the patrons of the Institution let the lives thus rescued and helped, if not redeemed, stand as memorials.

One of the By-laws requires that no child shall be given out till it has been in the Institution one year. Thus one year's schooling is secured. Also, in placing a child out, the parties taking it are required to pledge the benefits of a common school education to a reasonable extent, as well as regular attendance at Church and Sunday School.

While habits of domestic industry are cultivated as far as practicable, in housework, sewing, knitting &c., the Managers believe they are fitting each child for the best use of its faculties in the business of life by allowing nothing but sickness to interrupt regular attendance at school. In their different grades these children compare favorably with those from higher walks of life. Their names are frequently found on the "Monthly Roll of Honor," and at the head of classes. About seventy (70) children are regularly sent from the Asylum to the 16th District School of Cincinnati.

The following extract is from the address of the Honorable Manning F. Force, on the 39th Anniversary of the Institution :

"In looking over the records of your institution, I have been struck with three things.



"The growth, from its little beginning, is something wonderful. Just forty years ago a few ladies, closing up a special charitable enterprise, found eight dollars left on hand. They met together, conferred, and determined to found an Orphan Asylum. This little sum was the seed that germinated, grew and flourished into the noble institution which you now control.

"This Asylum has always been singularly identified with our society. A notice of its contributors would be a social history of Cincinnati. The names of Burnet, Groesbeck and Shillito, Longworth, Anderson and King, Pendleton, Bowler and Dandridge, Shoenberger, Lytle, Haines, Kilgour, Taylor, Carlisle, Bates, Hooper and Jones, have been on the list from the beginning. If one were to name the persons of social mark who have died or left the city, he could only go over the names of former supporters of the Asylum. Reading the list of its present contributors is almost calling the roll of society. No other institution is so thoroughly socially identified with Cincinnati.

"The other thing I noticed is, the generous spirit in which the Asylum is conducted. When I was taking the first lessons in campaigning, an officer of old experience said: 'You must make the men comfortable. If they would be efficient, they must be comfortable. At any rate, it is your business to see that they are comfortable.' It is your rule to see that the children are comfortable. Mrs. Perry and Mrs. Broadwell, two of your honored Secretaries, have said emphatically in their reports that this Asylum is no experiment to see on how little a child can be brought up. The intention is to make them comfortable. And while care is taken to make the administration economical, even economy is subordinate to the comfort and happiness of the orphans. You have resolved that these waifs, before they are sent adrift again on the stream of life, shall have the advantage of a happy childhood."

Number of children at present in the Institution, 115.

Whole number received down to June 6, 1875, 16,632.

Annual receipts and expenditures do not vary much from \$10,000.

The Endowment Fund, which is increasing from year to year, does not entirely support the Institution. The deficiency is made up by yearly subscriptions, donations, etc.

The permanent assets, including the asylum lot and improvements on Mount Auburn, \$207,200.00.

Respectfully submitted,

MRS. AARON F. PERRY,

*Vice-President Cincinnati Orphan Asylum.*

MOUNT AUBURN, February 24th, 1876.



HISTORY  
OF THE  
JEWISH ORPHAN ASYLUM  
OF DISTRICT Nos. 2, 6 and 7, I. O. B. B.

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The Order of "BENAI BERITH," or "SONS OF THE COVENANT," whose fundamental principles are *Benevolence and Charity*, is divided into various Grand Lodges in the United States. In the West and Southwest, District Grand Lodge No. 2 is located at Cincinnati, Ohio, under whose jurisdiction at the time the following States had Subordinate Lodges and were working, viz: Ohio, Indiana, Kentucky, Michigan, Illinois, Iowa, Missouri, Wisconsin, Minnesota, Kansas, Texas, Mississippi, Louisiana, Tennessee, Arkansas, Alabama.

In these States were 76 Subordinate Lodges, with an aggregate membership of 2,200.

In the year of 1863, at the session of the District Grand Lodge No 2, held at Cleveland, Ohio, it being apparent that the Order of Benai Berith in the West had attained sufficient strength to initiate some project of usefulness outside, and additional to the great principles of the Order, it was, on motion of Hon. B. F. Peixotte, of Cleveland, Ohio, and Joseph Abraham, Esq., of Cincinnati, Ohio, unanimously resolved that the members of the Order in the territory of District No. 2, should pay, in addition to their regular dues, a quarterly subscription of twenty-five cents, or one dollar per year, under the following conditions, and that no expenditure to be made from such fund for any purpose whatever, until a plan should be adopted by the Grand Lodge for its disposition, and then the whole to be amalgamated under its direction.

This resolution was submitted to the several Subordinate Lodges and unanimously adopted. Each Lodge forthwith elected a Treasurer to take care of and invest the funds, which often received additions from donations and other sources. It had grown, in the year 1867, only four years after its passage, to the sum of ten thousand dollars (\$10,000). In the year of 1867, at the annual meeting of the Grand Lodge at Milwaukee, Wis., it was evident that the time was fast approaching when the fund raised could be used effectively, and resolutions were unanimously passed to further the object of establishing an Orphan Asylum. A Board of Commissioners, consisting of the following five gentlemen, were elected, viz: A. Aub. Esq., of Cincinnati, Ohio; William Kriegshaber, Louisville, Ky; Isidor Bush, St. Louis, Mo.; A. E. Frankland, Memphis, Tenn.; E. Budwig, Cleveland, Ohio.

They were fully empowered to select a suitable place to locate the Orphan Asylum, and collect the funds from the various Lodges.

The Executive Committee had various offers to locate the Asylum, but after due and careful consideration they resolved to select Cleveland as the healthiest and most desirable spot, the more so as a very eligible and cheap piece of property and improvements was offered.

The Committee unanimously resolved to purchase the same at a cost of \$31,000, known formerly as the Water Cure (with  $5\frac{1}{4}$  acres of ground), on Kinsman street, Cleveland, Ohio. The time the Committee had to prepare this house for its purposes was very short, barely four months. The entire building underwent repairs to adapt it to its usefulness. Gas and water-works, new sewers, bath rooms, closets, ventilations, improvements of the grounds were made, in fact, all that could be done, with a view to health, safety and durability—new wings were built. The committee expended, in addition to the purchase price, from \$25,000 to \$30,000 more for repairs and furnishing the house.



## THE ASYLUM

Is the fine brick edifice at the upper end of Woodlawn avenue, formerly used as a Water Cure establishment. It is conceded to be one of the finest pieces of property on the continent, and in every way well calculated for the purposes for which it is intended. It is situated in the midst of five and one-fourth acres of land, beautifully laid out. The structure is 350 feet long in the front, and 260 feet deep. The Asylum is four stories high, and has upwards of fifty large rooms, including school rooms, chapel, offices, Superintendent's apartments, sleeping, eating and cooking rooms. The dining room, kitchen, wash and store rooms are in the basement; the laundry is located in a separate building, adjoining the main structure, and has been lately erected at a cost of \$10,000. All the rooms and halls are commodious, comfortable, and well ventilated. On the first floor are the reception rooms, play rooms, Secretary's and Superintendent's offices. The second story contains bed rooms, hospital, wash and bath rooms, wardrobe and linen rooms. On the third floor are the school rooms and reserved apartments. Complete' gymnastic apparatus have been erected in the yards in rear of main building.

## INAUGURATION.

On the 14th day of July, 1868, the Grand Lodge met at Cleveland, Ohio, to receive the report of the Executive Committee and to inspect the work. They approved of the Committee's actions, and unanimously extended them a vote of thanks. The Orphan Asylum was then inaugurated by the Grand Lodge officers, in the presence of a large number of friends and patrons of the Institution.

The membership of the various Lodges amounted then to about 2,500, who, by a unanimous vote, consented to pay two dollars per year for each member toward the support of the Asylum. At this Grand Lodge meeting, fundamental laws were adopted with truly philanthropic views, the leading governing principles were, to treat the inmates as mem-

bers of one family of friends, to fraternize the orphans, to make them feel at home, and to ignore in every way any feelings of pauperism or dependence, instilling those universal feelings of humanity that all should feel and practically promulgate

Whilst the Asylum is exclusively under the control of the various Grand Lodges, yet they passed a law that children, whether their parents were members of the Order of Benai Berith or not, should be entitled to its benefits, and whether whole or half orphans.

The mission of an organization such as ours is as much to soothe the feelings and elevate the manhood and self-esteem of its beneficiaries as to provide for their material wants. We intend to provide for the orphan, not alone for his bodily wants, not alone for his school education, and not alone for his spiritual wants, but we desire to fit him or her out fully with the knowledge of a mechanical trade, and bring them up as good members of society, to be able, after they leave the Asylum, to take care of themselves.

Without any undue yielding to sentimentality, it is believed that, so far, we have accomplished our object. Eight years nearly have passed since the Institution was opened, and during this time many practical improvements in all departments have been made. New wings were built, to enlarge the school rooms, etc., and it is with feelings of pride we say that the Jewish Orphan Asylum has attained, with its usefulness, a prominence as one of the most cherished eleemosynary organizations in the United States.

District Grand Lodge No. 2 divided itself in two more Districts, viz: District No. 6 and No. 7, all in the former territory, and this three District Grand Lodges, viz: No. 2, 6 and 7, elect yearly the requisite number of Trustees, to whom is intrusted the entire control and management of the Institution.

#### THE MANAGEMENT OF THE JEWISH ORPHAN ASYLUM.

The sole management of the Orphan Asylum is intrusted to twelve Trustees, elected now from Districts No. 2, 6 and 7,

the latter two Districts having been formed out of the territory which was originally embraced as District Grand Lodge No. 2.

The various Lodges, Societies and yearly subscribers elect, in addition to the Managing or Executive Trustees, thirty Directors out of their own Societies, who compose the Board. All through the Districts there are local Boards, consisting of ladies and gentlemen, who are charged with certifying as to the propriety of admitting children from their respective localities, superintending their transportation, securing proper and legal guardianship, and for providing places for the inmates when discharged from the Asylum.

This feature of securing the services of a number of well known charitable persons of both sexes, dispersed over a large area, has been developed and maintained; in fact, a commendable rivalry has arisen in some localities that is encouraging and of great benefit.

The Trustees and Directors, who are elected by the respective Grand Lodges, Societies and yearly subscribers, live at points far distant from each other, but they manage to attend the regular meetings at Cleveland, Ohio, although their duties are arduous and a very severe task on their time and patience.

The Trustees form an Executive Board; they elect their respective officers, also the Superintendent, Matron and teachers, and appoint all committees.

The present Board of Trustees consists as follows:

*A. Aub, President.....	Cincinnati, O
*A. Wiener, Vice President.....	Cleveland, O
*William Kriegshaber, Secretary .....	Louisville, Ky
*Jac. Rohrheimer, Treasurer .....	Cleveland, O
Abe Hart, Trustee .....	Chicago, Ills
Dr. S. Wolfenstein, " .....	St. Louis, Mo
Lazare Kahn, jr., " .....	Selma, Ala
A. E. Frankland, " .....	Memphis, Tenn
D. Adler, " .....	Milwaukee, Wis
Gus. Levi, " .....	Quincy, Ills
M. Selig, " .....	Memphis, Tenn
H. S. Ottenheimer, " .....	Peoria, Ills

*L. Aufrecht, Esq .....	Superintendent
*Mrs. L. Aufrecht .....	Matron

The officers' names marked \*, have been in office since the opening of the Asylum.

#### APPLICATIONS OF ORPHANS.

Since the opening of the Orphan Asylum for the reception of orphans, from July 14th, 1868, till January 14th, 1876, or in seven years and six months, we have received petitions for 422 orphans, of which, during the period, 206 left the Asylum, leaving remaining at present 216 orphans, which are divided as follows:

Boys .....	114
Girls .....	102
Total.....	216

Some of the boys discharged are learning trades, such as saddler, cigar-maker, candy manufacturer, shoemaker and watch making, others are with their relatives or guardians in stores. Some of the girls learned the dress making, millinery, others house and needle-work. Many of those discharged boys and girls found pleasant homes in families.

Since July, 1875, the Board of Trustees and Directors have resolved to establish, in connection with the Asylum, an Industrial School on the premises. The shoemaking department has been chosen to commence with, and, if successful, other branches will soon be commenced.

#### TABLE OF INMATES

Remainining in the Asylum at the end of the year:

1st year, from 1868 till 1869.....	118	Orphans
2d " " 1869 " 1870.....	138	"
3d " " 1870 " 1871.....	155	"
4th " " 1871 " 1872.....	165	"
5th " " 1872 " 1873.....	166	"
6th " " 1873 " 1874.....	188	"
7th " " 1874 " 1875.....	200	"
8th " part 1875 " 1876.....	216	"

TABLE OF AGES AND SEXES OF THE INMATES.

Age.	Boys.	Girls.	Total.
5 years.....	2	1	3
6   ".....	6	8	14
7   ".....	9	7	16
8   ".....	4	10	14
9   ".....	16	15	31
10   ".....	17	14	31
11   ".....	20	9	29
12   ".....	16	13	29
13   ".....	14	13	27
14   ".....	7	11	18
15   ".....	3	1	4
	<hr/> 114	<hr/> 102	<hr/> 216

TABLE OF FORMER RESIDENCES.

From the State of Ohio.....	49 Orphans
"       "   Indiana .....	17   "
"       "   Illinois.....	19   "
"       "   Kentucky .....	17   "
"       "   Iowa .....	2   "
"       "   Michigan.....	15   "
"       "   Tennessee.....	30   "
"       "   Missouri.....	37   "
"       "   Mississippi .....	11   "
"       "   Texas .....	1   "
"       "   Wisconsin .....	5   "
"       "   Minnesota .....	2   "
"       "   Kansas.....	3   "
"       "   Arkansas.....	3   "
"       "   Alabama.....	2   "
"       "   Louisiana .....	3   "
Total.....	<hr/> 216



TABLE

*Showing the number of inmates and total expense each year, and the proportion of expense for each inmate per year and per day.*

YEAR.	Number of inmates.	Yearly expense.	Per capita per year.	Per capita per day.
1st, 1869 .....	118	\$22,000 00	186 44	\$ 51
2d, 1870.....	138	23,179 91	167 97	..... 46
3d, 1871.....	155	25,442 29	165 16	..... 45
4th, 1872 .....	165	25,912 81	157 07	..... 43
5th, 1873 .....	166	26,377 21	158 96	..... 43
6th, 1874 .....	188	27,088 45	144 09	..... 40
7th, 1875 .....	200	29,302 85	141 51	..... 39
8th, 1876, calculated only 6 months..	216	15,000 00	69 44	.... 38
Total .....	1,346	\$194,303 52	155 50	..... 43

In the above calculation of yearly and daily average expenses of the inmates, it is remarked here that the sum includes all expenses for salaries, wages, ordinary repairs, printing, etc.

#### THE HEALTH.

Great care is taken by the Board as to the sanitary condition of our inmates. Sufficient room is allotted to all sleeping departments. Cleanliness, ventilation and regularity in habits are the rules most rigidly adhered to. The departments for the boys and girls are separated. A very large space of the grounds is allotted for exercises, such as drilling, gymnastic and general useful plays. In case of unfavorable weather at various seasons, where no outside sports can be had, large halls are provided to exercise in the same sports in comfortable rooms.

When it is considered that the very severe weather in winter, and the great heat in summer, must necessarily be very injurious to children of tender ages, who all came from different climes, it is with pride to state that the general condition of health is very good- beyond expectations.

Twice has the Institution been visited with scarlet fever, and at each and every year with other ailments, such as colds, sore throats, and kidney and other sporadic cases of acute diseases. During all the time we have only lost four children—two boys and two girls.

Plenty of good, substantial and well prepared food, at three regular meals daily, is given to the children. Warm clothes and stout shoes in the winter, as protection against cold weather, and lighter clothes in the summer, open air exercises after school hours, preserve the excellent state of health enjoyed by its inmates.

Three physicians have kindly volunteered to render all assistance in case of need, and nobly have they at all times performed their duty. Their names are Dr. P. Roeder, Dr. M. Rosenwasser, and Dr. Joseph Aub.

#### THE DISCIPLINE

Is rarely ever infringed upon, as a general rule. The children are very tractable, and obey all orders, rules and regulations of their superiors with alacrity, cheerfulness and pleasure. Among themselves, they are very social and obliging in manner, and act toward each other more as brothers and sisters than as strangers. This happy result, in the beginning, caused a great deal of labor and patience to bring about, but the fruit is now abundantly reaped without much trouble by the new comers, who at once find themselves in their situation, and cheerfully behave themselves as they see and notice from the older inmates. No undue strength or force of rules are used, or permitted to be used.

#### EDUCATION.

The education of our orphans forms the main feature of our Institution. We have established in the asylum an elementary school since the last seven years. There are seven teachers engaged, under the supervision of the Superintendent, Mr. L. Aufrecht. All the children are classified according to knowledge, and taught in well graded classes

the following branches, viz : Reading, Spelling, Arithmetic, Penmanship, Grammar, Geography, Hebrew and German, Drawing and Singing. As soon as a child is fit to enter the C Grammar grade, it is sent to the Public School for its (secular) education. At present thirty-seven of our inmates attend the Public Schools. Our Institution is greatly indebted to the city school authorities for this privilege.

Our female inmates are also taught the different kind of needle-work, such as knitting, sewing, crocheting and embroidering. They have also to assist in the different branches of the housework. The boys, after school hours, are kept at all kind of work about the house and grounds, assisting the gardener in the cultivation of flowers and vegetables. The happiest results in the educational department have been achieved in all its branches, and we may proudly say our school is second to none.

We have four sessions daily, two in the forenoon and two in the afternoon; a recess of twenty minutes between the sessions, and two hours' intermission at noon. This interval between the sessions, with the two hours of play between breakfast and school time, and one and a half hour of leisure from the close of school until supper, give the scholars, during the day, fully six hours of recreation for play, gymnastic exercises, drill and useful work about the house. Fully one hour before breakfast in the winter, and two hours in the summer, all the children have to rise, dress and wash themselves, and repair to the chapel for the morning prayers.

In the winter season the smaller children retire one hour after supper, while the older ones remain in the school-rooms to prepare for their various lessons. In the summer season the time is extended, and the inmates have to rise earlier and retire later.

Divine service is held every Sabbath and holiday, which is conducted by the older boys, with the choir of the inmates. At the yearly anniversaries of deceased donators to the "Sinking Fund," prayers are offered by the orphans.

The following table will show the present classification of the scholars, giving, also, their average age in each grade.

#### AT THE ASYLUM.

	No. of Scholars.	Av. Age.
In the Nursery .....	11	5 years 2 mos
“ D Primary.....	27	6 “ 6 “
“ C Primary.....	32	9 “ 1 “
“ B Primary.....	53	10 “ 3 “
“ A Primary.....	27	11 “ 8 “
“ D Grammar.....	23	12 “ 6 “

#### AT THE PUBLIC SCHOOLS.

In the C Grammar.....	15	13	“	3	“
“ B Grammar.....	14	12	“	9	“
“ A Grammar.....	6	13	“	8	“
“ D High School.....	3	14	“	6	“
“ C “ .....	2	15	“	3	“
Doing house work, girls.....	3	15	“	6	“
Total .....	216				

It will be noticed at once that the children are rather young for their intellectual standing, especially if it is taken in consideration that they come from different States and climes, many of them having had in their early days, on account of poverty, very little chances of getting even a school education.

#### THE REVENUE

Of the Orphan Asylum is secured from—

- 1st, The regular dues of the members of Lodges.
- 2d, The regular dues of Auxiliary Associations.
- 3d, The earnings and interest of the sinking fund.
- 4th, Payment of regular life and annual members.
- 5th, Annual donations and voluntary contributions.
- 6th, From any other available source, such as proceeds of balls, concerts, fairs and pic-nics.
- 7th, Legacies.

The following table will show the number of Lodges and their membership in each District, also the number of Auxiliary Societies :

	Lodges.	Members.
District Grand Lodge No. 2.....	31	2,586
“ “ “ 6.....	28	1,785
“ “ “ 7.....	44	1,859
Total.....	103	*6,230

	Number.	Members.
Auxiliary Societies.....	24	Societies .....
Paying, in the aggregate, about.....		\$5,000 00
Yearly members “ “ .....		10,000 00

#### CONCLUSION.

We beg to state that the ruling purpose and intention of the friends and patrons of this Institution, is a disposition to prevent pauperism. It is lamentable to observe, in general, how pauperism is nourished and increased in consequence of the humiliating manner in which relief is frequently offered. Independent, then, of the actual work done by this Asylum, the managers, for themselves and for the supporters, believe that they are solving the great social problem, whether it is not best so to treat dependers on charity that they will be able to enter on the trials of life with feelings clouded with no humiliating memories. It has often been asserted that union is one of heaven's blessings, and true it is, for wherever its beneficial sway is felt, there prosperity and happiness abide.

Thanks to the Almighty, who, in His infinite wisdom and goodness, has instilled such noble feelings of charity into the hearts of the friends and benefactors of our Institution. Without exaggeration it may be justly said we have achieved victories ; we have reared a monument which is an honor to the Benai Berith and to our country.

The Order of “Benai Berith” in general, the District Grand Lodges Nos. 2, 6 and 7, and the friends and patrons

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\*At \$2.00 dues per annum.



in particular, have reason to be proud of the result of their philanthropic actions, and see the living monument, the Jewish Orphan Asylum, at Cleveland, Ohio, flourishing as the result of united action. The past and generous and noble efforts of our co-religionists are ample guarantee for the future, for

“The broad principle of charity is our foundation,  
And unity our success.”

Respectfully submitted,

WM. KRIEGSHABER, *Sec'y.*

# TABLE SHOWING RECEIPTS AND DISBURSEMENTS THROUGH THEIR VARIOUS SOURCES DURING SEVEN YEARS.

## RECEIPTS.

SOURCES.	1st Year.	2nd Year.	3d Year.	4th Year.	5th Year.	6th Year.	7th Year.	Total per Item.	Grand Total.
From Lodges.....	\$7,720 19	\$3,526 43	\$6,816 50	\$7,249 37	\$8,917 57	9,156 10	\$10,556 58	\$55,942 78	
" Aux. Societies.....	7,688 20	6,968 11	6,394 00	4,044 05	4,862 45	4,289 90	5,351 85	39,578 56	
" Donations.....	16,433 20	11,176 43	8,192 75	46,525 49	9,825 80	6,049 32	7,865 27	106,068 37	
" Yearly Members.....	5,389 00	8,705 00	11,438 00	9,463 15	11,298 00	10,931 50	9,542 00	66,677 65	
" Bills payable.....	11,800 00							11,800 00	
" Loans.....		5,700 00						5,700 00	
" Miscellaneous.....				304 19				304 19	
" Legacies.....					1,800 00	20,985 82	1,100 00	23,885 82	
" Interest.....					2,063 54	4,926 93	3,988 60	12,985 07	
Total per Year.....	\$49,030 68	\$38,076 01	\$32,842 25	\$97,526 25	\$38,743 38	\$56,319 57	\$40,404 30	\$322,942 44	\$322,942 44

## DISBURSEMENTS.

SOURCES.	1st Year.	2nd Year.	3d Year.	4th Year.	5th Year.	6th Year.	7th Year.	Total per Item.	
Bills paid.....	\$15,300 00	\$11,400 00	\$3,700 00	\$6,700 00	\$1,000 00	\$15,402 31	\$2,120 62	\$38,100 00	
Building and Grounds.....	13,973 30	5,047 68	3,818 60	2,976 64	2,015 15	3,457 73	4,167 75	46,362 59	
Clothing.....	2,089 15	1,995 51	2,340 18	2,675 80	3,578 57	986 04	1,244 05	20,312 69	
Furniture.....	1,909 19	911 78	516 61	272 37	913 33			6,753 37	
Insurance.....	305 00	375 00	387 50	140 00	713 20			1,990 70	
Interest.....	864 40	397 84	854 50	770 05				3,086 79	
Salaries.....	5,910 23	6,086 93	7,393 88	7,611 05	7,655 25	8,606 16	9,140 54	62,387 39	
Supplies.....	6,386 35	8,264 12	9,313 40	11,273 04	9,327 61	10,501 16	11,318 40	66,383 08	
Sundries.....	1,431 38	1,631 14	998 12	197 31	1,173 80	1,557 36	1,218 18	8,207 20	
Total per Year.....	\$48,169 20	\$36,293 00	\$29,322 29	\$32,612 81	\$36,377 21	\$40,430 75	\$29,248 54	\$242,513 90	\$11,390

Amount in Sinking Fund.....\$75,049 39  
Amount in General Fund.....5,379 15

Total balance on hand October 1st, 1875.....\$90,428 54  
Grand total.....\$322,942 44

# HISTORY OF THE WIDOWS' HOME.

The Widows' Home and Asylum for Aged and Indigent Women is located on Mount Auburn, in Cincinnati.

In 1848 Mrs. Lyman Beecher, Mrs. Mansfield and others, had occasion to visit a friend sick at the hospital—one who had been reared in affluence. They found her in one of the crowded wards, sad and troubled because of her unpleasant surroundings.

These ladies were moved to provide for their friend some place where, while her poverty was accepted, her associations would be more pleasant. And thus moved, they called a meeting in April, 1848, in the basement of the Second Presbyterian Church, and proceeded to organize an association to provide a home for aged and indigent women.

The association prospered, and in May, 1851, they obtained a charter from the Legislature, and became a corporation. Messrs. Shillito, Burnet, Reeder and McLean donated ground. Dr. Wesley Smead donated fourteen thousand dollars towards the erection of a suitable building, which was completed in 1852. Dr. Smead also gave six thousand dollars as a nucleus for an endowment fund to be used for current expenses. Dr. Smead devoted much time to the advancement of the project, and afterwards donated five thousand dollars additional.

By bequests and donations the fund is now about one hundred and twelve thousand dollars, exclusive of house

and grounds, worth some forty to fifty thousand dollars. The interest on this fund, with the annual voluntary subscriptions of the citizens of Cincinnati, pay the current expenses, and keep up the house and grounds.

The present number of inmates is forty-six. Since its organization, one hundred and twenty-seven have been admitted, sixty have died in and been buried from the Home, fourteen have left the Home to reside with friends; four were dismissed, and three sent to lunatic asylums. The cost of maintenance is about one hundred and fifty dollars per annum for each inmate.

The house has been full for years. There are many applications for admission which have to be refused.

There are hundreds who would receive the benefits of the Home were the accommodations ample and means sufficient.

The management is under the control of twenty-four ladies. There are three fiscal trustees, who have charge of the funds and property of the incorporation,

The applicants for admission must be of good moral character, not less than sixty years of age, and able herself, or by aid of friends, to pay an admission fee of one hundred dollars.

When received, they have a home for the remainder of their lives.

The average age of present inmates is seventy-four.

The discipline adopted has been with a view to make the Institution a *home* for the inmates. There are no ascetic rules, but a tone of domestic, home-like influence is sought. No uniformity of dress is required, no rigid discipline as to conduct, but, so far as practicable, the individuality of each inmate is recognized.

The details of the household, and so all the affairs of the Institution, are carefully watched over by the Managers; and to this end the Managers are divided into committees of two, who, in weekly rotation, superintend the house.

There are, in addition, eight committees, to whom are distributed the various duties of supplies and management. The action of all are directed and revised by the entire Board monthly.

Mr. O. J. Wilson has recently donated to the Widows' Home, and a proposed Old Man's Home, twenty acres of valuable and highly improved land on College Hill, near the city, together with money to aid in the erection of suitable buildings.























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